REPORT RESUMES

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"THE FIVE-COLLEGE PROJECT" IN NEW YORK STATE, AN INTERIM REPORT ON THE FIVE-COLLEGE PROJECT FOR INNOVATION IN TEACHER EDUCATION.

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FIVE COLLEGES AND UNIVERSITIES IN NEW YORK STATE REPORT THEIR PROGRESS IN DEVELOPING NEW APPROACHES TO THE EDUCATION AND CERTIFICATION OF TEACHERS, WITHOUT REGARD TO EXISTING REQUIREMENTS OR REGULATIONS. THE REPORTS ARE CONCERNED MAINLY WITH THE PREPARATION OF SECONDARY TEACHERS OF ENGLISH, BUT EXPERIMENTAL PROGRAMS FOR TEACHERS OF HISTORY, MATHEMATICS, AND SOCIAL STUDIES ARE ALSO DISCUSSED. PARTICIPANTS IN THIS 3-YEAR JOINT EXPERIMENT ARE BROOKLYN COLLEGE, COLGATE UNIVERSITY, CORNELL UNIVERSITY, THE STATE UNIVERSITY COLLEGE AT FREDONIA, AND VASSAR COLLEGE. SEE ALSO TE 000 285 FOR A DESCRIPTION OF THE PROGRAM AT THE STATE UNIVERSITY COLLEGE AT FREDONIA. (DL)

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THE INTERIM REPORT OF THE FIVE COLLEGE PROJECT

INNOVATION
OPPORTUNITY
CREATIVITY

TE 000 284

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
ALBANY, NEW YORK 12224

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"THE FIVE-COLLEGE PROJECT"

in

New York State

An Interim Report on the Five-College Project
For Innovation in Teacher Education

April 1967

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Foreword

We have come to the time in American education when the preparation of the teachers who will instruct our youth is one of our prime concerns. The whole area of innovation and experimentation in new ways to educate future teachers is presently open for inspection, and the New York State Education Department is keenly interested in and encourages such investigation.

The Five-College Project, which is a three year joint venture (1965-1968) of the New York State Education Department, Brooklyn College, Colgate University, Cornell University, the State University College at Fredonia, and Vassar College, was designed to give a practical test to the central point in James Bryant Conant's book, The Education of American Teachers (1963), i.e. that teacher education and certification should be based on the most effective program a college or university could develop through an all-institutional approach and without reference to such external standards as State certification requirements, and the like.

The State Education Department had already been directing its attention to some of the same concerns expressed by Dr. Conant. It was particularly interested in the following issues:

(1) The colleges should be given the responsibility of deciding what constitutes adequate preparation and which students are adequately prepared.

(2) A college can adequately discharge this responsibility only if the institution as a whole is involved in the formulation of what it believes to be the best educational preparation of future teachers. The decisions as to program, therefore, should not be merely an agreement between a school or a department of education and the chairman of a department whose subject is taught in the schools. Rather, the policy-making should be vested in a committee on teacher education which represents all areas of the college. This committee should involve other appropriate faculty members and appropriate committees in its policy-making, and should eventually present its program to the whole faculty for final approval.

(3) The academic preparation should be strengthened, and the pursuit of one subject should be carried to an advanced level.

(4) The liberal arts approach should dominate in all or most of the four years.

(5) Initial professional requirements should be held to a minimum, with the exception of student teaching or the internship, which is considered to be a major facet of professional preparation, although in great need of improvement.

(6) Certification of teachers should be based on something more than "course counting".

Impressed with the need for an intensive examination of these concepts, the State Education Department decided to try an experiment that would be designed to test both their validity and practicality. Preliminary plans for the Project were drafted during 1964 and were supported strongly by such groups as the New York State Regents Advisory Board on Teacher Education, Certification, and Practice and by such key individuals as Commissioner of Education, James E. Allen, Jr., and Dr. James B. Conant.

Five colleges, which had displayed particular interest, were then asked to participate in a joint experiment in order to develop new approaches to the education and certification of teachers. The State Education Department asked these five institutions of higher learning to develop programs of teacher education without regard to existing regulations or requirements. The five colleges differed in size, location, type of support, facilities, and student body, and were of quite diversified character. Each college was asked to make an intensive study of the subject areas in which it might be interested, and to then submit an experimental proposal. The teacher education programs resulting were to be approved by the State Education Department as experimental programs, and students completing them would be given State certification in the appropriate area. On each campus an all-institutional approach to program design was to be carried out, and the President of each institution was to attest to the adequacy of the preparation.

During the fall of 1964 and the spring of 1965, each college intensively considered how it could conduct an innovative program meeting these specifications. The assistance of a foundation interested in teacher education was solicited, and in May of 1965 the Danforth Foundation of St. Louis awarded a grant of $300,000 to the State Education Department in partial support of the Five-College Project. In addition, the New York State Legislature appropriated $125,000 for the first year of the Project, with the understanding that similar amounts would be requested during the second and third years. Each institution also established an internal supporting budget. Dr. John A. Granito was assigned by the State Education Department as Consultant on Teacher Education to the Five-College Project and later Miss A. Jean Kennedy took over the role. Each college also assigned a liaison officer.

Dr. James B. Conant accepted the role of consultant to the Five-College Project, and began a series of visits to the colleges in the academic year 1965-66. Dr. Conant has visited the institutions, and during these visits, dialogues were held with a wide variety of faculty members and administrators. These and future visits will enable assessment of the degree of success of the all-institutional approach employed on each campus.

During the fall of 1966, Dr. John S. Hollister, Executive Associate to the President of Educational Testing Service, Princeton, New Jersey, and a close associate of Dr. Conant, was asked to provide additional liaison with each of the five colleges.

During the academic year 1967-68, the liaison person from the State Education Department and Dr. Hollister will visit the various campuses, meet with committees and individuals, and work with each institution and the consultants to facilitate the Project.

Each of the five colleges is currently generating lively institutional-wide interest in teacher education. Among the many questions which have been posed, two seem basic:

(1) How can there be effective and university-wide mobilization for teacher education?

(2) How can relative merits of new approaches be assessed and demonstrated?

The report which follows recounts in detail the process by which each institution has arrived, in the winter of 1967, at its stage of development of a new proposal. Each institution has involved pertinent and appropriate faculty from the various disciplines in a somewhat different manner. Generally, each has set up a college-wide committee or council concerned with teacher education and has appointed various working sub-groups to consider aspects of academic and professional curriculum and development.

As expected, the colleges vary in the degree and direction of change. The complexities of organizing an institution for change are considerable and, in the field of teacher education, will be influenced by a broad spectrum of factors including size, past inter-departmental relations, cooperation of local public school districts, availability of staff for planning, and other on-going projects.

At the present time, however, two colleges, Fredonia College and Vassar College, have achieved their first goals: all-university faculty committee approval of new subject matter programs for the education of secondary school teachers. Fredonia College has this approval in English; Vassar College in Social Studies. In addition, Fredonia College is presently working in the area of mathematics-physics, and on a program for teachers of Nursery School and first, second, and third grades.

The other three colleges, Brooklyn, Colgate, and Cornell, are all moving ahead, as indicated in their individual reports. Brooklyn College is designing programs for secondary teacher preparation in English and mathematics; Colgate University in English, Social Sciences, and "The Professional Phase"; Cornell University in five major areas of high school teaching.

The State Education Department expresses its deep appreciation to the college and university presidents, university committees, liaison officers, the project coordinators at each of the participating institutions in the Five-College Project, and John S. Hollister, Executive Associate to the President of Educational Testing Service, Princeton, New Jersey. Assisting the entire effort on behalf of the State Education Department have been Frank R. Kille, formerly Associate Commissioner for Higher and Professional Education, and now Director of the Office of Science and Technology and Special Assistant to the Commissioner of Education; Paul G. Bulger, Associate Commissioner for Higher and Professional Education; Alvin P. Lierheimer, Director of the Division of Teacher Education and Certification; John A. Granito, Chief of the Bureau of Teacher Education, and A. Jean Kennedy, Consultant on Teacher Education and liaison officer in the Bureau of Teacher Education. The advice, encouragement, and critical appraisal of James B. Conant have helped immeasurably to bring the Project to its present state of high activity.

We trust that the Interim Report which follows may provide valuable information to other institutions which themselves are interested in or engaged in experimentation, innovation, and new approaches to the education of teachers.

James E. Allen, Jr.
Commissioner
The University of the State of New York
The State Education Department
Albany, New York

April 1967

Report #1

BROOKLYN COLLEGE

"Proposals for Experimental Programs of
Teacher Education in English and Mathematics"

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

"Proposals for Experimental Programs of Teacher Education in English and in Mathematics"

One of the major responsibilities of Brooklyn College is the preparation of and progressive maintenance of public school teachers. Beginning with a highly selective admissions policy, the College proceeds toward the fulfillment of this objective by gearing its teacher preparation programs to the liberal arts curriculum. In this way, it hopes to produce a generality of literate graduates, most of whom will have acquired a professional competency or potentiality for distinctive social service and self-realization.

Of a total enrollment of 10,162 full-time undergraduate students, more than 4,000 are majors in teacher education. Of the 4,498 students comprising the Division of Graduate Studies, 3,592 are majors in teacher education. These figures represent percentages of 40 and 50 respectively. Until recently, the almost exclusive function of this institution's teacher education program was the supplying of teachers for service in the New York City schools. The Board of Education has estimated that one out of every three new teachers appointed to the elementary schools each year is a graduate of Brooklyn College. Added to the annual output of secondary school teachers, this figure makes Brooklyn College one of the most productive teacher training institutions in the nation today. How and what we do here are crucial to the life of our community.

The following account is to be received as a progress report. The proposals for experimental programs, though many months in the making and a long way from the starting point of our undertaking, are not yet in the definite form in which they must be submitted to successive faculty bodies for consideration, re-working, as necessary, and approval. It has long been axiomatic at our College that programs of study, in teacher education and elsewhere, are developed by a process of broad faculty participation on department and college-wide levels. Programs by the Board of Higher Education must have been passed by the departments concerned and by the Faculty Council, the legislative body acting for the faculty.

Given the size of the faculty, the extent of participation, and the interest engendered in the proposals, this is extremely time-consuming. The form in which the programs are finally enacted will be determined, as always, by the coordinated action of the departments and Faculty Council. There may, however, be enough in this Interim Report to interest the reader, if only as an account of an encounter of minds of varying disciplinary commitment and orientation, and as a forecast of the composition of things to come. Suspecting that the enduring value of our participation in the Five-College Project may be as much in a testament of the curriculum-making procedure as in the form and substance of the resulting programs, we have designated a Project Historian who will ultimately provide an official account of the full proceedings.

The Background

The unique value of our participation in the Five-College Project sponsored by the New York State Education Department rests in the opportunity to review and revise two important fields of teacher education "from scratch," with the further incentive of being empowered to certify our own teachers. Fortunately, our concern for proposed changes is deliberate and is not inspired by any indicated inadequacy in our teacher-education programs. Objectively viewed, these programs are neither "backward" nor in need of "reform," but both generally and specifically they are immune from the devastating criticisms raised by Dr. Conant in his book, The Education of American Teachers (1963). In our necessary work of developing new programs and keeping in repair on-going programs while ministering to the instructional needs of over 10,000 students in graduate and undergraduate teacher education, we can seldom indulge in the luxury of re-thinking programs in total fashion, particularly when one or more of these require the collective presence of colleagues from the liberal-arts disciplines as well as from Education, in generous allotments of time. We have done this more often with specialized programs of professional education (e.g., school counseling and guidance) involving more closely related colleagues and uncompensated "overtime." We recognize the viability of our existing programs even as we charge ourselves with the obligation to seek untiringly for better ways.

The requirements of New York City public schools are enormous in quantity and in quality, and no training program can meet local needs which does not address itself continually to a critical review of its content, method, and purpose. Assuming that an integrated command of liberal arts and relevant professional training represents the necessary instrument for the classroom teacher, the College faces the responsibility of selecting its future teacher with care, and of developing those attributes of personality and character without which the would-be teacher is a mere robot. Our major purpose is to stimulate intellectual vitality, emotional poise, and moral substance. More specifically, these aims involve the skillful performance of professional duties in complex metropolitan classrooms, the informed view of the relationship of classroom activity to the practices of creative modern living, and the development of the "understanding heart" in the more immediate relationships of the classroom.

Although its school problems have recently been much in the news, New York City is hardly a "backwater" area where an institution can perpetuate antiquated methods of teacher preparation. Brooklyn College produces a high quality of teacher, prepared as well as a teacher can be prepared in advance of his actual entry into service, but we are continually being caught short by unanticipated new demands arising with lightning rapidity. A constant need for adaptability to instructional level places upon our young teachers an almost superhuman requirement: the young teacher of mathematics must be prepared to teach almost everything from the calculus, to advanced placement classes, to general arithmetic in junior high schools; the English teacher will teach Shakespeare, Milton, and creative writing, as well as remedial reading, or basic language skills to children for whom English is a second or acquired language. Both planning groups in mathematics and in English have addressed themselves to the challenge of such versatility.

Another built-in need is in the City's justified preoccupation with raising the achievement levels of underprivileged children. No academic preparation alone, however sanctified by the liberal-arts community, can equip teachers to enter into the educational lives of these children and make the desperately-needed difference; nor can the conventional professional preparation, unless altered in spirit and substance by a large dosage of direct, personal experience with such children and an understanding of their special problems and paths of educational development. We find the typical courses in "educational psychology" almost irrelevant to this purpose, and we are equally uncomfortable with many of the recent published utterances which seem to reduce the task of teaching disadvantaged children to a kind of pathetic social case work. We accept the challenge of working with disadvantaged children in the spirit and meaning of education, but do not quite know how to go about it.

It is too much to expect that our experimental programs in English and in mathematics will succeed in preparing teachers who can cope fully with the problems of urban education even within the confines of their descriptives. We hope, however, to be able to strengthen these two fields of teacher preparation as a whole, as well as to introduce new elements of theory and practice, freed of on-going commitments.

Procedure in Program Planning

The enterprise of teacher education here is basically interdepartmental. The Department of Education, the largest of the twenty-three instructional divisions of the College, is specifically responsible for the preparation of teachers. Every phase of its educational activity, however, is coordinated with the College program. Conversely, all curricular changes in other departments modify the activities of the Department of Education. Experimental undertakings leading toward the improvement of teacher education bear directly upon the College as a whole. Such programs represent the College's commitment to a dynamic approach to the whole problem of education. At the present time, for example, four separate experimental programs are being conducted here, the most notable of which is The Experimental Programs of Teacher Education in English and Mathematics. Known also as The Five-College Project for Experimental Development of Teacher Education Programs, this is a direct outgrowth of James B. Conant's book, The Education of American Teachers, (1963). Sponsored by the New York State Education Department, and supported additionally by the Danforth Foundation, this experiment involves five colleges within the State in a coordinated effort to improve the existing curricula.

It has been decided that secondary education programs in English and mathematics would best meet our qualifications for participation in the Project. Accordingly, Brooklyn College has set up two committees to formulate curricula in English and mathematics respectively. These committees are composed of six members each.

The English Committee comprises four members of the Department of English, including the Department chairman who served as Chairman of the Committee, and two members of the Department of Psychology. The Mathematics Committee is made up of three members of the Department of Mathematics, the Department chairman serving as chairman of the Committee, and three members of the Department of Education.

The idea of forming these jointly representative initial-planning groups originated with Dr. Conant acting in his capacity as consultant to New York State Education Commissioner Allen for the Five-College Project, during one of his early visits to the College. Familiar with the College and its work, and generally in agreement that its processes of program development reflected a large-scale faculty involvement, Dr. Conant felt that the addition of this first step would carry out the letter as well as the spirit of his quest for an "all-University approach." Subject-matter specialists joined forces with teacher-education specialists, all functioning under the chairmanship of the Dean of the Faculties, as the president's personal representative, and with the Director of Teacher Education as an individual representative of the College. In the course of their initial planning, the committees would be expected to reach into other departments and disciplines, into the schools, and into the other colleges and universities, consulting with colleagues in theirs and in related disciplines in an ever-widening circle of participation. Once the proposals for experimental programs in English and in mathematics were formulated, they were to be submitted for legislative action through the usual College channels: by departments concerned, standing college-wide committees, and the entire Faculty Council. Except for the arrangement for the joint initiation of the program proposals, an intriguing and unpredictable innovation, the rest of the faculty-involving program-development procedures would correspond with normal College practice.

The joint planning committees have pursued their charge with scrupulous fidelity. Convening in the Spring of 1965 for several preliminary discussions (one with Dr. Conant as participant), in the Fall of 1966 they began an intensified schedule of meetings which have increased in frequency and duration as some tangible program configurations became evident. They have analyzed much of the current literature in their respective fields of teacher preparation, and have visited schools, observed classes, talked with teachers, held consultations with school, university, and professional association specialists, conferred with colleagues in related disciplines in other college departments, and spent many hard hours at the most rigorous task of all - fashioning course by course, and almost topic-by-topic, a comprehensive coherent program. At this writing, the task is not yet completed and the committees are still at work. Interestingly, the committees from the outset meshed together as good working groups. Although the discussions have never failed to be lively, there has rarely been dissension and very seldom a split between subject-matter and professional education specialists. One seldom-heard fact has clearly emerged: there is more to planning a sturdy program of teacher education than is dreamed of in most philosophies.

In the main, the procedures adopted by the two planning committees have been similar. The stated objective of the program is to correct the disparity between the preparation of the teacher and his efficient practice of his craft. To accomplish this objective, the committees have proceeded to an immediate study of the existing needs, in the areas of their special concern, to devise a teacher-preparation program to meet these needs, and to minister to the heterogeneous backgrounds and abilities of our pupil population. Their work is aimed at "reformulating each program in its entirety, without reference to existing State certification requirements."

The major assumptions which underlie the existing English curriculum belong to a dead past when English was, as it is not today, the native tongue of most, if not all, school children, and when the Anglo-American literary tradition was, as it is not today, a part of the cultural heritage of many of the children in New York City. Indeed, the present status of English in many city schools is largely that of a foreign language, the recognition of which fact has guided the working out of proposed changes.

The subject matter and the instruction in mathematics have likewise suffered radical change, while the prevailing certification requirements of the subject have remained locked to tradition. With the lifting of these certification restrictions, however, the Mathematics Committee's effort is to adopt for the new program the most valuable innovations in the study and the teaching of this subject. Again, as in English, the aim is to provide a relevant and effective set of courses for the prospective high school teacher.

A project of this intensity has excited considerable attention from institutional colleagues, particularly in the departments most directly to be involved in the legislative enactment of the programs and in their subsequent operation. Aside from informal discussions, progress reports have been made to the Faculty Committee on Long-Term Planning, and to the Department of Education, which now maintains liaison with the project through its own curriculum committee. The Departments of English and Mathematics, and the Faculty Committee on Curriculum remain keen observers until such a time as they become active participants. Although in the first analysis the faculty as a whole, represented by the Faculty Council, rules over programs, institutional practice, if not by-law provisions, requires program clearance and action first by departments. In departments as large and as committed as Education, English, and Mathematics, this is anything but a formality. Faculty members take their educational responsibilities and voting rights seriously, and although they are not likely to obstruct promising innovations however remote from established canons, experienced departments will not embrace vulnerable proposals. In any event, a lively encounter is invariably assured in these committee deliberations.

From the departments the proposals will go to college-wide standing committees for their analysis and approval, before being forwarded to the Faculty Council, where final debate and action will take place. Since Brooklyn College proposals in teacher education are customarily and legally also cleared with the University Dean of Teacher Education, the experimental programs will also be considered on this level. If the curriculum-making procedure, as described, seems cumbersome and long-drawn out, it is inherent in any large institution committed to all-faculty participation in educational planning, and in our case has seemed to produce programs which have withstood critical challenge. We are willing to trade six months or a year of additional preparatory time for value received.

Earlier in the planning stage it seemed desirable to submit the projected programs to later searching evaluation. Accordingly, the College has contracted with the Educational Testing Service at Princeton to prepare an independent plan of evaluation to become operative with the program's inception. A faculty member has been designated Evaluation Director for the project, and the gathering of relevant comparative background data is scheduled to begin shortly.

EMERGING PROGRAM PROPOSALS

1. Preparation of Teachers of English

Early in its deliberations the planning committee found it necessary to take, at some length, careful steps to resolve and refine its own attitude. The committee entertained no prior assumptions as to the efficacy of the Brooklyn College program for preparing teachers of English, and was aware that there was considerable confidence in the adequacy of the program as it now exists. Therefore, the committee took its direction principally from its visits to classrooms, its talks with teachers, including graduates of Brooklyn College, and criticisms and suggestions offered by department chairmen in the high schools, all of which appeared to bear out the conclusion arrived at by the National Council of Teachers of English in its National Study of High School English Programs. Dr. James R. Squire, executive secretary of the Council, speaking at the MLA meetings in December, 1965, about the study, described the national performance in the teaching of secondary school English as quite weak in certain very important respects: "Our real quarrel is with the incessant superficiality of much classroom study of literature--with, if you will, the evasion of literature." Enlarging on this, he went on to say that there is "an overreliance on history and geography, a preoccupation with the lives of the poets, a fascination with the Elizabethan stage, a concern with definition and memory work. These clutter the minds of too many teachers and students alike."

Clearly, the implication, confirmed by our own observations, is that these weaknesses in performance are after all not to be attributed, as they usually are by critics of the schools, solely to education departments and to insufficient subject-matter preparation. Even, however, if we assume a certain quantitative adequacy in our program, these evidences and impressions urgently point to the necessity for a reassessment, on an all-college level, of the qualitative character of English teacher preparation, in the subject-matter as well as in the professional aspects of this preparation. As Dr. Squire implies, a good look at the conventional concept of "subject matter" and the modes of its transmission and inculcation may go far to clarify the actual situation.

To speak more particularly about our own program, we find, for example, that while quantitatively the preparation in literature and language is more than adequate (a feeling supported by most secondary school teachers whom the committee has interviewed), our observations of classroom teaching confirm the Squire criticism to a large extent. Again, quantitatively, the teaching of reading is nominally included in the English methods course. Moreover, the language and literature courses given by the English Department ought to equip teachers to develop general reading power in their students, but our observations indicate that even apart from the very special skills and knowledge required for outright remedial situations, those, in particular, of sociological or psychological origin, most secondary school English teachers are inadequately skilled in this art. Concerning the experience-centered aspects of the present curriculum, students claim that they were not prepared for the social and emotional challenges of everyday classroom teaching, especially of pupils whose background and values differ from theirs. Further, methods and practice teaching are designed to train students in lesson and unit planning, but recent graduates too often are unable to deal with problems of invention--the invention of the lesson, of the unit, of the course.

The enumeration of discrepancies between preparation and adequacy of performance could be extended, but the point is perhaps sufficiently made; more carryover is needed from the material presented in academic and professional course work to the necessary art and power of teaching. There must be greater understanding of the learning process as more than the mere communication of data or even of ideas. By far, however, the prevailing assumption about learning and education implicit in our courses, and therefore shaping what is done in the schools, is that there is a subject matter, distinct and objective, which must then, by various devices and techniques, be communicated or transmitted to the student mind. It may not be, finally, that we are providing insufficient academic and/or professional course work and that we must therefore find more efficient means of training teachers to do the same job, only better; it may be rather a matter of our having prepared teachers well to do perhaps the wrong job.

Fundamentally, the object of English education is literacy, not mere knowledge. In the narrow sense, the plain basic skills of speaking, reading, and writing the language; in the broad, and perhaps more important, sense, the self-liberating power of expression and judgment. Instead, of literacy, however, our education in general seems to be emphasizing a form of expertise and is composed of a set of compartmentalized object matters rather than a humanly integral subject matter. In other words, in our training not only of English teachers but students in general, in the colleges and in the schools, we may be neglecting an important dimension of education implicit in the very term subject matter: the relation of the subject knower to the things known. Literacy, in this sense, involves the control of the matter of knowledge; and knowledge, in the best sense for education, should be, as Whitehead expresses it, those learned matters that "return as power." The isolation of matter and method in our curriculum and in educational practice and theory only abets a growing academicism - subject matter for subject matter's sake, and its necessary corollary, method for method's sake - which militates against "knowledge" and "literacy" in the senses described. We are not, possibly, merely failing to achieve our goal in English education, we may be preventing its realization by the very program we have devised to achieve it. Therefore, if we are not educating literate teachers, then we cannot educate for literacy in our secondary school students.

These considerations suggest, in effect, that teacher preparation is the education of more literate and adaptable persons who may then become professionals. No educational program, after all, can prepare the prospective teacher specifically for the infinite number and variety of intellectual, social, and psychological confrontations in the actual classroom situation. The literate, capable, truly educated individual is one who is ready for the teaching experience as one of encounter and living dialogue, not as one in which an advance script is efficiently run through by recalling memorized lines of content, format, method, and device. He invents his lines, very often right there on his feet, but always as part of a particular, unique intellectual design or strategy which has as its object the expansion of literacy in his students.

The specific proposals of the Committee are intended to:

(1) provide an adequate conception and experience of the learning process;

(2) provide the intellectual and practical cultivation necessary, not primarily for exhorting students to learn, or for transmitting "knowledge," but for stretching literacy; and

(3) encourage not merely a technical, stylized image of the professional but rather a mode of authentic personal comportment.

With this as a beginning, the committee resolved that the prospective teacher of English should, first of all, pursue the regular concentration of studies prescribed or recommended for all English "majors." In addition, the committee is prepared to propose that certain sections of elective English courses (all of which carry one credit of independent study) should have attached to them an additional meeting devoted to "independent study" or the pedagogical aspects of that course and its materials, or comparable materials. Students might here "teach" poems or plays to each other, experiment with methods of presentation and of questioning, and deliberate the viability of various literary documents for students of high school age. This additional meeting, or "laboratory," as the committee has come to call it, would be designed for prospective teachers, although open to any of the students in the course. A prospective teacher, it is proposed, should take three such "laboratories" or course "extensions."

It is also agreed that in certain group requirements, where the usual English major has a choice within a group of courses, prospective teachers should be "required to choose" the course in grammar and linguistics and the course in practical rhetoric and advanced exposition; two semesters of practice teaching in the high schools in the mornings; concurrently with the practice teaching, seminars in the methods of teaching English, to be attended by English instructors of the "laboratories" described above and of the other related courses in the program, by the cooperating teachers who direct the practice teaching, and by the supervisor of practice teaching, who will direct the seminar; also concurrently, studies, perhaps tutorial and culminating in a senior thesis, in the history and philosophy of education; and in the junior or senior year, a course in the psychology of cognition.

2. Preparation of Teachers of Mathematics

This planning committee began its work with a detailed analysis of the current requirements among the states for certifying teachers of mathematics in high schools and junior high schools, following this with a review of some of the considerable current literature on the preparation of mathematics teachers. To obtain some feeling for the task ahead, the committee agreed to make its own estimate of the strengths and weaknesses of present secondary-school teachers. Having considered and rejected the use of a questionnaire on the grounds that relatively too much time might be spent in getting too little reliable information, the committee decided, instead, to confer with teachers, supervisors, and specialists in mathematics and the teaching of mathematics, on their own home grounds as well as at meetings organized specifically for this purpose at the College. Among others, we conferred with a member of the New York City Board of Examiners, a member of the Governing Board of the National Council of Teachers of Mathematics, high school principals and department chairmen, and interviewed teachers in schools, rated both as "superior" and "below average," in the metropolitan area, roughly within a 50-mile range of the city.

Naturally the responses varied in depth, wisdom, and applicability. There were a number of concerns that were raised and those who commented cogently and with real understanding on the necessity of a good and thorough mathematical training and the importance of some form of internship.

After six months the committee felt that it had proceeded far enough to gain a sense of direction, and that it was ready to begin work on the construction of a tentative curriculum. It then organized itself into two standing subcommittees: one, composed of two members of the Department of Mathematics and one member of the Department of Education, to formulate program proposals in the subject-matter area of mathematics; the other, two members from Education and one from Mathematics, to work on the professional aspects of teacher preparation. Each subcommittee was to report on its progress to the full committee at every plenary meeting.

The two subcommittees, in their attempts to develop sound proposals, were aware of certain limiting factors: the outcomes had to be consonant with the objectives of a firmly-committed liberal arts college; the number of course credits devoted to education and to mathematics had to be kept within defined bounds; the program had to be flexible so as to allow a student to transfer into and out of the field without severe penalty in loss of time or credit; the ultimate proposals had to be operationally and financially feasible.

The following proposals have emerged and are being discussed by the full committee. They are still tentative, pending agreement on a number of moot points. Although listed here in the form of specific course offerings in two sectors, they constitute, and have been so viewed by us, a single, coherent plan of preparation of teachers of mathematics, relating both the subject-matter and the professional training elements.

A. Preparation in mathematics: Seven prescribed courses and additional elective courses, if desired.

   1. Analytic Geometry and Calculus (8 or 9 credits, two or three semesters). An introductory course based on one of the standard texts.

   2. Modern Algebra (6 credits, two semesters). Set Theory; groups, rings, fields; polynomials, factorization; theory of equations; determinants and matrices; vector spaces; linear equations.

   3. Geometry (6 credits, two semesters). Vectors, synthetic solid geometry; area and volume; spherical geometry; groups of transformations in the plane; foundations of geometry; introduction to non-Euclidean geometry; rigorization of Euclidean geometry.

4. Finite Mathematics (3 credits, one semester). Logic; sets and functions; combinatorial mathematics; introduction to probability and statistics.
5. The Elementary Functions of Algebra and Analysis (3 credits, one semester). The real and complex numbers; limits of functions; the elementary functions defined in one or more ways; properties of these functions.
6. Applied Mathematics (3 credits, one semester). Topics from among: Computer mathematics; numerical analysis; consumer and finance mathematics; Linear programming; game theory; map projections, navigation.
7. One of the following two courses:
    a. Independent Study in Algebra (1 credit, to be taken concurrently with the second semester of Modern Algebra).
    b. Independent Study in Geometry (1 credit, to be taken concurrently with the second semester of goemetry).

If the student desires more mathematics, it is suggested that he choose from the following electives:

Intermediate Calculus (including an introduction to differential equations)

Theory of Numbers

Theory of Equations

Probability and Statistics

History of Mathematics

Differential Equations

B. Preparation in professional aspects of teaching:
Four prescribed courses.

Education 1. Educational Perspectives in a Modern Metropolitan Setting (3 credits, one semester). It is intended to explore in this course the specific influence of the characteristic of a metropolis on the development of the educational system which is to serve its needs.

Education 2. The Adolescent as a Learner (4 credits, one semester). This course will be taken concurrently with the previous one; in it, the learning process is to be considered from a historical, a theoretical, and a practical point of view.

Education 3. Curriculum and Evaluation (4 credits, one semester). This course will follow the two preceding and will require some knowledge of elementary mathematical statistics. The course will trace the development of curricular patterns with special focus on mathematics, and will present principles of assessment appropriate to a variety of mathematics curricula taught at the secondary level to various samples of the adolescent population.

Education 4. Methods and Observation and Supervised Practice Teaching: secondary school mathematics (8 credits, 2 semesters). In this course, methods of teaching, classroom observation, and supervised practice teaching will be combined so that each of the three phases complements and supports the other two. In the methods portion of the course, the students will go through the traditional and the "new" math sequences, from the lowest secondary school grades through the highest; he will learn the methodologies appropriate to the academic, the general, the commercial and the vocational high schools. The students, who will have previously spent some time in classroom observation, will in this course spend up to 70 hours through the year in further observation and at least 130 hours in actual classroom teaching.

Among the problems the committee has yet to consider are (1) the feasibility of the rather large number of hours spent in observation, (2) the difficulties of obtaining the desired cooperating schools and teachers, (3) plans for released time or special renumeration for cooperating teachers, (4) the desirability of converting some of the required mathematics courses into electives, (5) the question of whether the students preparing to teach mathematics should be enrolled in mathematics courses as a special group, or whether all students, regardless of their future goals, be taught in the same classes.

Report #2

COLGATE UNIVERSITY

"An Interim Report on Preparing Teachers
in English, Social Studies, and Professional Aspects"

COLGATE UNIVERSITY

"Interim Report on Preparing Teachers In English, Social Studies, and Professional Aspects"

THE FIVE-COLLEGE PROJECT

Visualized as an opportunity to reassess the overall teacher preparation endeavor, Colgate University's Five-College Project, as of January 1967, is in midstream of a three-year analysis scheduled to culminate in 1967-68 with recommendations for faculty approval. This interim report will explain the genesis of the proposal, the organization and operation of the study and the work of three Study Groups concerning English, Social Studies and Professional Aspects.

PREPARATION OF THE PROPOSAL: THE ALL-UNIVERSITY APPROACH

Parallel with deliberations at Albany during the academic year 1964-65, the main outline of Colgate's proposal was developed under the auspices of a six-man all-University *ad hoc* Teacher Education Committee which was expanded and established in the spring as a permanent body responsible to the Educational Policy Committee for policy concerning the preparation of teachers. After reviewing the implications of Dr. Conant's writings for improvement of teacher education through discussion of a series of position papers, an *ad hoc* committee organized a conference in November, with Dr. Conant as consultant, when the same issues were discussed with some forty faculty members present, including the

President, the Dean of the Faculty, Directors of Divisions and members of the two aforementioned committees. The ad hoc committee thereafter established seven sub-committees, which met frequently up to February 1, 1965, to broaden the lines of thinking and to identify issues and objectives deemed essential for inclusion in the proposal. Some thirty-five faculty members served with members of the Education Department on the sub-committees for English, Mathematics, Natural Science, Romance Languages, Social Science, Professional Aspects and College-School Relations. The preliminary draft of the proposal was presented to the Educational Policy Committee on March 1st and later discussed at a joint meeting of this committee and the Teacher Education Committee. Dr. Conant was present at that same time, and met with each sub-committee. In line with decisions in Albany respecting the nature of the Five-College Experiment, certain features of implementation were eliminated from the final proposal. After a successful three-year investigation, verified for the State Education Department by Dr. Conant as a genuine all-University endeavor, Colgate was to be free to prescribe its own certification requirements for the fields involved.

THE PROPOSAL AND ITS OPERATION

The main outline of the study had been established during the period of preparation. The investigation was to be conducted by the all-University Teacher Education Committee whose recommendations were ultimately to be approved by the University Educational Policy Committee and, through it, the faculty. The chairman of the Teacher

Education Committee, who was a member of the History Department and also Director of Graduate Studies, and the chairman of the Education Department, designated as Director of Teacher Education, were named coordinators of the investigation working on released time. Requirements, on both four and five year levels of training for provisional or permanent certification, were under consideration. Five fields were to be explored: English, Mathematics, Natural Science, Romance Languages and Social Science.

Once the program was clearly funded, which occurred after the close of the 1964-1965 school year, a tentative three-year schedule of study and a document entitled "Guidelines for Study Groups and Work Teams" were approved by the Teacher Education Committee. The coordinators, working through the Dean of the Faculty and Directors of Divisions, proceeded, during the summer of 1965, to arrange for the Study Groups and their associated Work Teams to operate in 1965-1966.

According to the plan, each Study Group was to consist of some five to seven faculty members, with one serving as chairman, from relevant academic departments, plus a member of the Education Department functioning as administrator, and a Master teacher if available on the staff. Detailed investigations for the Study Group were to be conducted by Work Teams drawn from the Group; that is, two or three of them, including the administrator, received a one-course load reduction for one semester.

The first task of each Study Group was to familiarize itself with the existing secondary school curriculum and with advanced thinking respecting its future development. Given an understanding of the needs of the schools and of teachers, each Study Group was under obligation to review the Colgate curriculum with respect to requirements concerning general education, electives and concentrations. The Study Group for each academic field was also concerned specifically with the relevant methods course.

To review all other aspects of professional training, including foundations courses, informal arrangements and, above all, more effective practice teaching and intern experiences in teaching centers cooperating with the University, a separate all-University Study Group was established. The findings of the Professional Study Group were ultimately to be coordinated with those of each Study Group which were individually responsible for the overall recommendations, professional and academic, for their respective disciplines.

THE SCHEDULE OF STUDY

During the academic year 1965-1966, Study Groups and associated Work Teams were established for English, Social Science and the Professional Phase. The latter actually operated with three Work Teams: Social-Psychological Foundations (fall); Historical and Philosophical Foundations (spring); and College-School Relations (both semesters). The initial plan to start the study of Natural Science in the first year proved impossible to staff due to the period of funding of the program. The Social Science analysis is continuing in 1966-1967, with a Work Team scheduled for the spring term. The group plans to have its recommendations ready during the fall of 1967. The English Study Group hopes to have its recommendations available by the end of the spring term 1967. Two new Study Groups were inaugurated in 1966-1967: Romance Languages and Natural Science; the latter with present stress on Biology. Both will function and complete their tasks in 1967-1968. The Professional Study Group, which is also continuing its work, will conclude its report in 1967-1968.

THE SOCIAL STUDIES ANALYSIS

The sub-committee on the Social Sciences made a brief preliminary study in 1964-1965. Tentatively the group suggested two approaches to the certification of Social Studies* teachers. One required a History concentration and broad training in the other Social Sciences. The other permitted concentration in any Social Science, but also with broad experience in other Social Sciences. Both approaches emphasized concentration and Social Sciences, even at the expense of electives.

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*Regular New York State certification is in "Social Studies." That is, teachers are not normally certified as history teachers, or geography teachers, or economics teachers, etc., but as "Social Studies" teachers licensed to teach any social science course offered in the schools. The terms social studies and social science are often used interchangeably.

When the Social Science Study Group was organized in the fall of 1965, more intensive analysis of the Social Studies curriculum was mandatory before judgments could be made respecting the college curriculum. It is now evident that in the forefront of thinking respecting most Social Studies curriculum renovations are ideas expressed by Jerome S. Bruner in his book, The Process of Education (1963). He applies the scientific approach to knowledge to the field of human relations. This approach leads to an emphasis on the discovery method of teaching and the structure of the disciplines. While the effort to apply natural science methods to social phenomena has been challenged by some humanists, there is general agreement respecting the need for more attention to the various Social Sciences, to more selective and interdisciplinary approaches to History, and to the study of non-Western regions as on-going cultures. The demands on the secondary school teacher extend beyond the Social Sciences and Psychology to the humanities. Philosophy, Logic, Literature, Art and other cultural data are envisioned, at least by some, as essential to the teacher's equipment. That the problem of teaching the Social Studies is, to a large extent, a function of the pedagogical objectives and methods is evident. One must know more than subject matter. To the extent that method is integral to content learned in college, it is clearly the responsibility of the academic curriculum. But one glance at the contemporary discussion concerning the nature of the curriculum demonstrates that a major obligation rests on the formal methods course. Though quality of teaching on the college level has its impact on the potential teacher, formal professional preparation is essential.

In sum, the secondary school Social Studies curriculum is in a state of flux and transition and the findings of the numerous federal and private research projects now in process are yet to be assimilated.

The Study Group includes representatives from each Social Science discipline: Economics, Geography, History (European and American), Political Science and Sociology-Anthropology, in addition to a Social Science educator serving as administrator and a Master Teacher. Early in the work of the group, bibliographies were prepared, a working library was assembled, and duplicate copies of key materials distributed to each member. Three members attended the annual meetings of the NCSS in Miami and Cleveland (1965 and 1966). The Social Science Educator, as a responsible member of various regional, state and national agencies of Social Studies teachers has served as a direct link to responsible thinking. Social Studies teachers in the region have been consulted and a regional advisory council was established in the fall of 1966, which will continue to function as a sounding board for the Study Group. During the summer of 1966 three members conducted a forward-looking American History Institute, which stressed non-directive method, interpretation of literature and theory of the discipline. The occasion offered an opportunity to exchange views with teachers drawn both from the region and across the nation. The Institute will function again in 1967. A questionnaire to former Colgate graduates now in teaching positions will provide insight into their views concerning their preparation. Off-campus consultants of national repute have been scheduled to confer with the group this year. Position papers, prepared by representatives of each discipline were formalized in preparation for the preliminary version of the final report scheduled for May. Other position papers have been assigned.

That the Colgate curriculum cannot be tied to any particular Social Studies curriculum is already evident. Although some revisions and additions in it will be recommended, it now appears that, in general, basic college offerings in the Social Sciences are adequate. A concentration in any Social Science with adequate broad distribution in the others, requiring four years of college work, is likely to be suggested. Departments, in their basic offerings, will be urged to give more attention to concepts and methods of their disciplines, and a seminar in Social Science methodology is being discussed. Some specialized orientation of potential teachers may be considered; i.e., equipment in non-Western studies (an area of strength in the Colgate curriculum). This year an experimental course entitled Interdisciplinary Approaches to Non-Western Studies has been introduced.

ANALYSIS OF THE PROFESSIONAL CURRICULUM

The Professional Study Group, an outgrowth of the earlier subcommittee with largely the same membership, has been in existence since the fall of 1965 and represents the following fields: History, Physics, Psychology, Philosophy, Education for various fields, two Master Teachers and a School Administrator. The work of the three Work Teams will be summarized and other relevant concerns discussed. It should be noted that the methods course was assigned as a direct concern of each academic field study group.

Historical Philosophical Foundations

The first Work Team consisted of one member from the Education Department and one from the Philosophy Department. The philosopher undertook the preparation of a working paper for presentation concerning the role of philosophical studies in the professional education of teachers. He presented the paper, "The Role of Philosophy in the Education of Teachers" at a meeting of the Study Group. Based upon studies in the literature concerned with philosophy of education: (1) as derivative from general philosophical perspectives; and (2) as philosophical analysis of educational concepts. Although recognizing the importance of the analytical approach, the author contended that such an approach is, by itself, insufficient; that it is desirable for the teacher to have a philosophically grounded normative or prescriptive theory of education. The paper continued with an explication of the logical structure of any normative philosophy of education. In conclusion the author suggested that a study of normative philosophies of education might proceed in either of two ways: (1) systematically, or (2) historically. While the systematic approach would have the merit of focusing upon issues, the historical approach would be a convenient way of combining the history of educational thought with its philosophical study. A new course, Philosophy of Education, now jointly sponsored by the Departments of Philosophy and of Education, was initiated in the spring of 1966.

The educator chose to work on educational foundations in general, with some emphasis on the historical approach, but with primary interest in the integration of the historical, philosophical and sociological foundations of education. His approach was holistic, with emphasis on discovering what should be known about the institution of education by a leader-teacher. He chose to experiment with his spring course, Basic Issues in Education. Part of the work required building a different kind of education course, as the course proceeded. Within the historical perspective, he focused on the analysis of educational values and institutions, and studied the relationship between American ideology and the institution of Education, conceived broadly. He studied and incorporated into the course the work of scholars in related disciplines. He read in the various Social Sciences and other references to try to capture relevant concepts and information applicable to a high level integrated professional foundations course and in an effort to find out if a synthesis could be achieved in the foundations. Assuming that Colgate is not interested in turning out a run-of-the-mill craftsman, but sees as its major task the development of educational leaders who combine a deep scholarly commitment to teaching with a broad perspective on the institution of education, he concluded that understanding of the major problems and issues in education, a rigorous experience in developing an individualistic but informed theory of education, and a commitment to participate in the on-going educational revolution, can most efficiently be gained by the student within Colgate's curriculum through courses specifically directed to those ends.

Social-Psychological Foundations

The administrator of the second Work Team prepared a working paper, and presented it to the Professional Study Group in August of 1965. With this self-education phase completed, on the basis of deliberation in 1965-66, the Work Team is about to prepare a document for presentation to the Study Group. In its preliminary reports, the team, made up of one member from each of the Departments of Education, Psychology and Sociology; now indicates that it may recommend: (1) Clinical experience in the school at the sophomore level, in which the student serves as a teacher aide; (This was tried with considerable success during Colgate's four-week January Independent Study period with 23 sophomores enrolled); (2) A practicum in which the student learns of himself as a "tool" for the presentation of subject matter and for the creation of affirmative feelings about the learning process in the students and in himself; (In effect it would seek to help the student analyze and shape his major assets into those of a "Master" teacher); and (3) Theoretical courses in social and psychological foundations may be suggested as more meaningful if given at the same time or after the clinical experience and practicum. The theory might then be looked upon by the student as providing a basis for forming systematic hypotheses on which to act.

College-School Relations

The third professional Work Team recommended study of the following: (1) Developing practice teaching and internship arrangements and models; (2) Developing cooperative plans for instructional materials centers and facilities in schools; (3) Developing a pool of able cooperating teachers through the teacher-intern exchange program and in other ways seeking to make systematic arrangements for greater school responsibility for the preparation of teachers; (4) Collecting literature and research findings on student teaching and internship; (5) Developing evaluation plans. The team will present for consideration of the Study Group, "models" of a three-stage program for (1) early student experience in the schools; (2) practice teaching; and (3) internship. A new two-year internship program at the graduate level is now being tried.

Supporting Endeavors for a Total Teacher Preparation Program in its Regional Setting

In addition to the study of the teacher preparation curricula, two proposals have been developed related to college-school cooperation for which reports have been received. First, funds were received under Title V of the Higher Education Act of 1965 for fellowships with a three-year supplementary institutional assistance grant to help implement the one aspect of the intern program having to do with developing one or more of the following: (a) systematic internship commitment with schools; (b) plans for instructional materials facilities; and (c) plans for building a pool of effective cooperating teachers through an intern-master teacher exchange program. Second, a research grant from the Kettering Foundation will enable the University to assist the regional schools in connection with Title III - Curriculum Enrichment Centers in introducing innovations and teaching centers and to study the resulting attitudinal and other changes.

THE ENGLISH ANALYSIS

The sub-committee on English, formed to help write the proposal in 1964-65, made the following preliminary recommendations after discussion and initial study of literature in the field:

1. The program should be a five-year program culminating in an M.A. or equivalent degree.
2. It would include the same basic courses which are required of all English majors: two semesters of English literature, one semester of American literature, and one semester of Shakespeare, and would require courses or evidence of proficiency equivalent to courses in four additional areas: public speaking, linguistics, advanced composition and theatre.
3. It would require examinations at the end of the fourth or fifth year, or both, in the analysis of poetry, fiction and drama and in traditional grammar and punctuation.

The Study Group, formed in the fall of 1965, through its Work Team, instituted an extensive review of the recent discussions on the preparation of secondary teachers of English. The Work Team analyzed the literature, investigated current studies in process, consulted new syllabi from the schools and from the State Department of Education and reported to the Committee when a study or publication of some significance was found, copies of which were distributed to the entire committee and discussed. The danger of prescription based on current practices was apparent and members were urged to be imaginative and oriented toward the future.

Two brief studies were projected:

1. An open letter to a limited number of representative English teachers, supervisors and coordinators - rural and urban, Colgate graduates and others - requesting them to suggest freely what they thought an "ideal" forward-looking preparation program for teachers of English might be;
2. A study of Colgate graduates who prepared to be teachers of English in the last ten years to determine the types of positions accepted initially, geographic locations and progress.

Of the twenty-five "open" letters sent, twenty-four extensive replies were received. Almost all found no inadequacies in preparation in literature but recommended more extensive work in reading, composition and language. Most interesting were the recurrent suggestions for breadth of background in the liberal arts, the concern for the inductive and conceptual approaches to teaching, and the development of a professional attitude toward teaching - the desire to improve, experiment and grow on the job.

The study of Colgate graduates entering teaching showed most entering the profession in New York State, but some scattered from Hawaii to Alaska. Few taught in major cities, but there was an equal distribution to urban and rural areas. A striking feature showed that graduates assumed positions of leadership and responsibility: several were departmental chairmen and two were in colleges with a responsibility for preparing teachers of English. Also of significance and of concern to the committee was the small percentage of Colgate majors in English who were choosing secondary teaching as a career.

The Study Group also analyzed existing courses required or recommended to students preparing to teach English: Special Methods, Linguistics, and Advanced Composition. Instructors presented current courses outlines and recommendations and the committee deliberated and made suggestions and recommendations.

As a result of the preliminary analysis of the Study Group, the following steps are contemplated or currently being tried:

1. Recruitment

    (a) Steps are being taken for early identification of students interested in teaching. These students will be assigned to the dual professor for advising. English instructors will be notified of the interest of these students so that they might provide encouragement.

(b) In conjunction with Colgate's month-long program of independent study, in January of 1966, with the cooperation of a Hamilton High School English teacher, eight sophomores and one senior, who were not enrolled in the teacher education program but somewhat interested in the teaching of English, were permitted to participate in a "small group" teaching project in the teaching of English.

He divided two ninth and two tenth grade classes into groups of four to five students each. Division was by student choice of the following topics: satire, creative writing, novel, drama, poetry, and speech. Each Colgate student selected two of the high school groups to teach. Preliminary reading in methods texts, examination of materials, observation of the high school teacher's classes, meetings with the high school teacher, the Professor of English and Education, and the high school principal, and the submission of lesson plans, preceded the fourteen actual days of teaching.

The high school teacher and the dual professor observed frequently and weekly group meetings were held and problems were discussed. The Colgate students submitted diary reports and presented an "open-panel" on their experiences at the conclusion of the project. The Colgate students and a selected number of the high school students presented a panel for the P.T.A. Five of the Colgate students continued the following semester to work with the high school students in a writing laboratory. All of the Colgate students made one or more class presentations to an entire high school class. All of the Colgate students were highly enthusiastic about the project and most said it was "the most interesting thing they ever did."

The senior is currently enrolled in a graduate program leading to secondary teaching and five of the sophomores are enrolling in Colgate's teaching preparation program.

2. Attitude and Method

(a) Further study will be made of ways to develop new approaches to learning - conceptual and inductive approach. Revision of the special methods course will be made to further emphasize these approaches. It was felt that current teaching in the English Department does reflect these approaches. The current fifth year program, which emphasizes a special project or thesis would be continued since this promotes professionalism and scholarship. Participation in professional organizations, both in teaching and in teaching discipline, will be urged.

(b) The Colgate Regional English Council, a group formed in 1960 by request of English teachers in the area, should receive continued encouragement. This group provides aid for beginning teachers of English, studies new developments in teaching, explores with experts various aspects of English, jointly sponsors with the University a collection of journals, texts, teaching units and syllabi. All students in the program will be expected to participate in the activities of this Council.

(c) Student teaching in the senior year in excellent schools with adequate facilities and under the supervision of superior high school teachers should be provided. This will be followed in the fifth year with an internship similar to the current fifth year program.

(d) The new January Independent Study Period should be utilized to provide practical experiences under appropriate guidance during the undergraduate years.

3. Revisions and Experiments

(a) Since some knowledge of dramatic production was thought to be highly desirable, a course in drama and dramatic production was introduced during the summer session of 1966. Prospective teachers studied the elements of drama, observed rehearsals of a repertory company with opportunity for questions and explanation, and then selected scenes from plays utilizing high school students as actors and had an opportunity to direct and produce these scenes. This course will be offered in subsequent summers and probably will be introduced into the regular curriculum.

(b) A course in reading and diagnosis and treatment of reading problems was also tried during the summer of 1966 and may be incorporated into the regular curriculum.

(c) Since more emphasis should be placed on advanced composition and the related problem of how to teach improvement in writing skills, and since the time of the special methods is limited, both courses will be taught by the dual professor next year so that this phase can be coordinated in both courses. A re-institution of a voluntary writing laboratory for undergraduates may provide an opportunity for practical tutorial experience for seniors and fifth year students.

4. Projected Plans

(a) A course outline for the study of the language of literature, theatre, music, art and the dance is being prepared and will be discussed as a possible seminar course in the fifth year.

(b) A course outline in twentieth century literature of the masses is being prepared for possible adoption as a background seminar course in the fifth year.

(c) Since high schools are considering courses in the humanities, the committee will study what would be desirable to prepare English teachers to participate in the instruction of these courses. Colgate, in its general education program, already has two excellent courses for undergraduates; one in philosophy, religion and drama, and a second in art, music and poetry.

(d) A group of consultants will be invited to the campus in the near future to review the progress of the committee and its current recommendations and future plans.

CONCLUSION

In conclusion, Colgate University in embarking on the Five-College Study has assumed that a liberal arts college has an obligation, an opportunity, and the competence, when effectively marshalled, to provide excellent preparation for secondary school teachers. Moreover, it believes that the all-University approach, involving cooperation of the academic faculty and the Education Department, to the development of the educational program is a sound method for the improvement of preparation. Colgate hopes to be creative, but does not anticipate that the content of its particular program, based on its own educational philosophy, will interest others as much as its demonstration of how an all-University analysis may be conducted. Finally, it is obvious that three years of study and development must inevitably be the initial stage of a continuous process of change.

Report #3

CORNELL UNIVERSITY

"Developing Procedures and Teacher Education Programs under the Five-College Project"

CORNELL UNIVERSITY

"Developing Procedures and Teacher Education Programs under the Five-College Project"

Teacher education at Cornell University has for many years been characterized by close cooperation between subject-matter departments and the School of Education. Only in the last few years, however, has there been a University-wide body responsible for policy determination and program development. The University of The Five-College Project Preparation was established in 1964. The initiation of The Five-College Project the following year gave the Committee a much wider mandate and increased support for carrying out development activities. This report describes some of the procedures developed by the Committee and some of the substantive results of its activities.

The University Committee on the Preparation of Teachers

The first meeting of the University Committee was held on October 31, 1964 with Frederick H. Stutz, then Dean of the School of Education, serving as chairman. The Vice-President for Academic Affairs spoke to the newly formed group of the need for a committee of this sort and of its field of responsibility and setting in the University. Referring to a position paper that had been prepared by Dean Stutz and distributed to the committee members in advance, the Vice-President stated that, "The undergraduate colleges would continue in control of their curricula and requirements for undergraduates preparing to teach and the Graduate

School would continue to exercise such controls through its fields. The Committee would coordinate the work of the Colleges and the Graduate School, set University-wide policies, assist with planning and program operation, and represent the University in relations with the State Education Department and with schools cooperating in the student teaching and internship phases of the programs."

Composition of the Committee

The initial Committee consisted of ten members plus three ex officio members, namely, the Vice-President for Academic Affairs, the Dean of the College of Arts and Sciences, and the Dean of the Graduate School. Two of the members, in addition to the chairman, were from the School of Education; the affiliations of the remaining seven were physics, modern languages, mathematics, history, botany, English, industrial and labor relations, and child development and psychology. The basic term of membership was three years, although one-third of the initial group was appointed for one year and another third for two years. Subsequent three-year appointments have been made as these terms have expired, as members have left the University, or members have asked to be relieved of this assignment. The current Committee, under the chairmanship of Mauritz Johnson, Dean of the School of Education, consists of professors of history, child development and family relationships, physics, modern languages, biology, mathematics, English, sociology, science education, and agricultural education.

Activities of the Committee

The Committee has engaged in three basic types of activities: informing itself about the teacher education situation at Cornell and elsewhere, deliberating on policy questions, and approving new certification programs. At the outset the chairman furnished the members of the Committee with a complete summary of the teacher education programs existing at Cornell and the state requirements for certification. During its second year of operation, an assistant was employed to summarize for the Committee recent proposals of learned societies and other groups for changes in the certification of teachers. The director of fifth-year teacher education programs appeared before the Committee and explained their operation and the problems with which he had to deal. During the current academic year, the Committee has met with the faculty of the School of Education in a planning session, attended a meeting of University and local school faculty directly involved in teacher education, and was provided with a summary describing a variety of innovative practices that had been tried in the past five years by the School of Education under its experimental teacher education projects. The Committee is also kept informed of all proposals that are transmitted to the federal government or foundations for support for teacher education activities. During the current year the Committee engaged a graduate assistant to study the problem of appropriate content for a course in the social and philosophical foundations of education and has scheduled a meeting with a specialist in that subject to give the Committee his views on its value to prospective teachers. Another meeting has been scheduled with an educational psychologist to acquaint the Committee with the contributions that psychology can make in the preparation of teachers. Thus, the Committee has familiarized itself with the varied existing programs in teacher education at Cornell, with current State policies and regulations, with national recommendations, with the problems involved in providing practicum experiences in the schools, with the various degree programs in which teacher education may be a part, and with some of the innovations that have been tried in recent years.

At various intervals the Committee has found it necessary to establish policies relating to teacher education. At an early point, the Committee ruled that the term of liberal arts where required for certification would not be interpreted as limited to work done in the College of Arts and Sciences, but to work of a liberal arts nature wherever it might be found in the University. It also ruled that for the preparation of elementary school teachers not every major subject would be accepted but only those that were determined to be relevant to elementary school teaching. The Committee also decided that it had the power to advise the University's certification officer on the interpretation of certification requirements and that schools and colleges should be advised of the interpretations. At another time the Committee endorsed the idea of joint appointments between subject-matter disciplines and education. It gave its approval to a proposal for a new degree of Master of Arts in Teaching to be used for prospective teachers. Later, it approved the discontinuance of the Master of Arts for Teachers degree, which had been designed for experienced teachers needing advanced work in their teaching fields. As a matter of policy the Committee felt that Cornell should concentrate primarily on preparing teachers to teach a single subject area. It proposed that there should be three routes to teaching preparation at Cornell, with either four or five year programs available to Cornell students, and with a fifth-year program for students at Cornell or graduates of other institutions who make a late decision to enter teaching. A final illustration of a policy decision was that taken on January 25, 1965 at which time the Committee authorized the chairman to proceed in the Five-College Project with the State Education Department.

The third kind of activity in which the Committee engages is the review of new certification programs proposed by subcommittees and the eventual approval of the programs. Meeting approximately monthly the Committee reviewed three such proposals during its first two years of operation and has scheduled three more subjects for consideration during the current year.

The Teacher Associate Program

At about the same time that the University Committee on the Preparation of Teachers came into being a new arrangement was being initiated with the Ithaca Public Schools for providing practical teaching experience to fifth-year teacher education candidates in the MAT program. On the basis of earlier experience with internship programs, the Ithaca School District proposed to provide support for some forty Master's candidates who would be given junior faculty status in the school system while pursuing their graduate studies at Cornell. The students normally enter this Cornell-Ithaca Teacher Associate program in July and spend their summer observing and participating in the school's summer session while also taking some academic or professional course work in the Cornell Summer Session. Those at the elementary school level then participate as faculty members in elementary schools on a half-time basis for the full academic year. This pattern has also been found desirable for secondary teachers of mathematics. In most other instances at the secondary school level, however, the usual procedure is for the teacher associates to spend one full term on campus and one full term teaching in the junior or senior high school.

Although the presence of the associates has reduced to some extent the need for additional regular staff in the schools, they have for the most part served to supplement the regular faculty and to make possible a team teaching approach to an ungraded continuous progress education program at the elementary level. Recognizing the financial burden which this program imposes upon the School District, and the additional demands on staff and time in working with the associate teachers, the Committee has authorized the use of some funds from The Five-College Project to help in the establishment of this valuable program.

The Process of Developing Certification Requirements

During the first two years the Committee scheduled the reviews of teacher education programs in English, social studies, and science. Mathematics, foreign languages, and home economics are being studied during 1966-67. In 1967-68 attention will be directed to agriculture, elementary education, and art. Since the Department of English has long had an active committee on teacher education, this committee, augmented with representatives of the School of Education, was designated to prepare new programs in that field. Since no such committees existed in the fields of social studies and science, a member of the Committee representing each of these subjects was designated chairman of a sub-committee composed of representatives of various disciplines within those fields. The sub-committees carefully reviewed the existing teacher education programs, considered current curriculum developments in the schools, and studied the recommendations of national bodies regarding appropriate certification requirements. When they had their proposals in preliminary form they brought them before the University Committee which discussed these proposals and acted upon them. In most instances the Committee's approval was considered provisional with the thought that the programs would be reviewed again after they had received sufficient trial.

In the fall of 1966 the chairman proposed, and the Committee approved, the establishment of more permanent "watchdog" committees in each field concerned with teacher preparation whether or not certification requirements were currently under study. These standing committees, composed largely of subject-matter faculty, with one representative of the School of Education and one from the public schools, have now been formed and will be responsible for continuing oversight of teacher education in their respective subjects.

New Programs

Revised teacher certification programs have been developed at Cornell in three subjects: English, social studies, and science. These programs were proposed by ad hoc committees on which both the relevant academic departments and the School of Education were represented. Each subject committee presented its proposed program to the University Committee on the Preparation of Teachers. The new requirements for English and social studies have been put in effect; those for science, which were in preliminary form, will be submitted for approval in the near future. The main features of the three programs are presented here.

English. Four-year, five-year, and fifth-year programs were recommended in English.

Proposed 4-year Program in English

The Committee charged with the re-examination of the four-year program leading to provisional certification recommends the continuation of the program instituted about five years ago, with a few minor changes. The current program for most students consists of the following: 1. the English major; 2. Education 440E (a methods course, The Teaching of English); 3. Education 440A (practical teaching); 4. Education 499H (a course in the philosophical, psychological, and social foundations of educational theory and practice); 5. demonstration of proficiency in speech; 6. a minimum of nine hours in natural science and mathematics; 7. English 205 (Advanced Composition); 8. a course in American literature and a course in "world" literature (normally done as part of the Major).

The Committee recommends the following changes:

1. The minimal number of students in the program shall be 15 for each graduating class.
2. The criteria of the College of Arts and Sciences for a liberal education shall replace the State's requirements in general-liberal education.
3. English 205 (Advanced Composition) shall be made an optional course. It may be required of a student whose work in Freshman English is marginal (perhaps below 80).
4. The present requirement in "world" literature shall be dropped.
5. Education 440E shall be offered only once in the regular school year. Students will enroll in it in the spring term of their Junior year.
6. Education 499H shall be made a required course. Although its procedure and content shall remain the same, it will probably carry four credit hours rather than eight.

It is the Committee's expectation that most students in the four-year program will earn permanent certification by enrolling in an M.A. program in English.

The Committee expects that, since the State is willing to endorse Cornell's program for temporary certification, the State will not enforce the minutiae of its own requirements for temporary certification when our students eventually seek permanent certification. It would be possible, for instance, for some of our students to gain temporary certification without doing more than six hours in natural science and mathematics, so long as they fulfill the distribution requirements in the Arts College. They should not, then, be held specifically for more work in natural science and mathematics when they apply for permanent certification.

All the students in the four-year program will have a minimum of 46 hours in English: 32 for the major, 8 for a survey, 6 in Freshman English. Since the State's requirement for permanent certification is a minimum of 51 hours in English, the Committee expects that those of our students who do not take an M.A. in English will take at least two advanced courses in English as part of their work toward permanent certification. The remaining part of their hours ought not be prescribed as long as their programs indicate a good degree of integration and direction.

Preliminary Proposals for a 5-year and a fifth-year Program in English

1. The program will be a small one (eight to ten students a

year) and will lead to the degree of Master of Arts in Teaching. Students in the program will be awarded a teacher-associateship in the Ithaca secondary schools. The program will be available only to people who are as well qualified as students in the four-year program. It will not be available to people who have earned a temporary certificate or who have had practice teaching. Applicants will be screened by a joint board made up of members of the Graduate Committees of the School of Education and the Department of English. The folders of the most promising candidates will then be sent for consideration and approval to the Supervisor of English, the Principal of the High School, and the Superintendent of Schools.

2. The Chairman of a student's special committee will be a professor on the staff of the School of Education who has a special interest in the teaching of English. The minor member of the special committee will be a professor of English.

3. The duration of the Program will be two terms for students in the five-year integrated Cornell plan. Such students may receive provisional acceptance into the program at the end of their Sophomore year at Cornell; they will gain acceptance at the end of their Junior year. They will normally take the Honors Education Course and the Methods course in their Senior year, and they will also do about fifteen hours of observation at the High School during that year.

4. The duration of the Program for fifth-year students will be a summer and two terms. In the summer, these students will

enroll in Methods (4 credits) and the Honors Education course (4 credits). In addition, they will observe classes at the High School summer session, twice a week for two periods a day.

5. In addition to the work described in #3 or #4, the Program will consist of one term of teaching and one term of course work in English, mainly at the graduate level.

6. Students who teach in the Fall term will spend five full days at the High School in the week before the High School term starts. Mornings will be devoted to orientation and practical methods; afternoons will be spent in planning courses with supervising teachers. Hopefully, a week of this kind can be worked out for students who will teach in the Spring term.

7. The optimal experience for the teacher-associate consists in taking full responsibility for two different courses at the High School for a full term. This is not intended to preclude participation in team-teaching experiments when these are feasible. It is intended to preclude the unlikely possibility of concentration on individual tutoring, odd-jobbing, filling in and helping out, unless such activities can be justified as leading to an intelligent and organized program.

We suggest that the High School release a master-teacher from the teaching of one course, with a normal enrollment of 20 to 30 students. This plan has advantages for the master-teacher, the school, and the teacher-associate. The master-teacher will, we hope, gain a little time by helping with the Program. Instead of taking full responsibility for a course, he will spend about ten hours, the week before school opens, planning the course with two teacher-associates; he will meet the associates once a week to check their progress and discuss their problems; and he will occasionally visit one of their classes. The school will profit by having two courses taught where now only one is taught, and, though the associates will obviously not be able to maintain the high standard of the master-teacher, they will be particularly well prepared people, under fine supervision, whose only handicap is lack of experience. Most important, since our mutual concern is primarily to help develop fine teachers, the teacher-associate will have a first-rate experience. She will have the chance to work with two supervising teachers, and in each course which she teaches she can exchange notes and talk things over with another teacher-associate.

Since the teacher-associate will teach 10 hours a week, spend at least 20 hours a week preparing new classes, use about 7 hours a week to comment on and grade one piece of writing by each of her students, and her additional daily routine ought to be limited to one period, study hall, homeroom, or the like. This makes for a 42-hour week; in addition, some time will be spent in conference with the supervising teachers, in conferences with students, in department meetings, PTA meetings, and in an occasional seminar if there seems to be need for one concurrent with the teaching experience.

8. Since graduate courses in English normally demand the writing of a considerable number of essays, there is no need for

a separate essay or thesis requirement.

9. It is unlikely that a final examination of a "comprehensive" sort will serve any useful purpose.

Social Studies. The notable features of the social studies program are that it requires concentration in history and in one social science and five years for completion.

5-Year Program in Social Studies

The Committee on Teacher Education Programs in History and the Social Sciences makes the following recommendations:

1. The undergraduate teacher preparation program in history and the social sciences should be abandoned in favor of the five-year program. However, an outstanding undergraduate who shows considerable interest in teaching may be inducted into the five-year program during his junior year. Observations, participation and tutoring in the public schools on a non-credit basis will be encouraged as long as these activities do not seriously interfere with the student's work on campus.

2. Students in the graduate program will usually work toward the M.A.T. They will have a major in either anthropology, economics, government, history, industrial and labor relations, social relations or sociology.

3. Students will have a "minor" area of concentration in a second of the above named fields. "Minor" means a minimum of five semester-length courses. If the major is other than history or

government, then the minor must be in history.

4. Admissions will be handled as follows: A professor of history and a professor of education, selected by their respective fields, will recommend candidates from history to the Graduate Review Board in the field of Education. Similarly, a professor of one of the social sciences and a professor of education will act in cases where the student is based in a social science. The public schools will be involved in this process when it comes time for the field experience.

5. Specific decisions about courses and examinations will be made by the student in consultation with his Special Committee. The Special Committee will always include a representative of the teaching field.

6. The program of studies for future teachers should not depart in any major way from the curricula of other students in the department. Highly specialized programs are neither necessary nor desirable. The Cornell tradition of flexibility will be followed.

Science. Preliminary proposals in science provide for work in science courses that are sufficiently rigorous at Cornell to be the equivalent of those which graduates of many other institutions who come to Cornell are able to achieve in a fifth-year program. This raises the question of whether permanent certification ought to be granted after four years of study in certain institutions.

Preliminary Proposals in Science

Tentative curricula for 4-year programs in preparation of teachers of biology, chemistry, earth science and physics are based on currently available Cornell courses. A few characteristics stand out:

1. The general scope and level approximate the minimal requirements for the MST degree. This does not mean they are graduate programs: the MST was designed as a remedial measure for teachers trained long ago or at weaker schools than Cornell, to give them the equivalent of a moderately good, modern undergraduate training in their subject areas. Most MST candidates have been further enriched by years of teaching experience.

2. The requirements are rather long, tending to be around 60 credit hours exclusive of Education courses. This is consistent, however, with recommendations by other responsible groups who have considered the problem in detail (e.g. AAAS-AACTE and NASDTEC), and is not easily avoided.

3. The fifth year program is needed primarily by students who either (a) recognize the teaching objective late in their college career and therefore do not have time to fulfill all the requirements in the subject areas or in Education, particularly practice teaching, or (b) deliberately postpone some of the requirements until the fifth year so as to obtain a more complete liberal education. The MAT program should be available to those candidates, as well as for students who have already completed such programs as we have outlined.

In education, a minimum of 21 hours is recommended, including 12 in supervised practice teaching, and 3 in psychology.

Each of the four subject areas of chemistry, physics, biology and earth science, should be urged to cooperate with Science Education in the offering of a seminar with laboratory, that will concern itself with recent curricular developments and trends in the subject area, with the associated laboratory equipment and methods, and other newly available educational material. The laboratory should provide actual experience with these materials and also opportunity for new developments by the students. It would be fitting for the advisor, mentioned above, to be the departmental participant in this cooperative offering. Since students in such a course would learn both about their subject area and about teaching methods in that area, the credits should be acceptable both towards the professional (Education) requirement and towards the subject concentration requirement.

For each of the sciences a core is required in addition to a concentration in a single science.

	FOR TEACHERS OF:			
Core	Biology	Physics	Chemistry	Earth Science
Biol. Sci.	6		6	6
Chemistry (Gen.)	7	7	8	7
Chemistry (Org.)	6			
Physics	8	8	8	8
Astronomy		4		
Calculus	6	9	9	6
TOTAL	33	28	31	27

Concentration

Biology - 26-32

Laboratory methods, genetics, physiology or anatomy, botany, ecology, field biology, microbiology, taxonomy.

Physics - 21

Mechanics, optics, electricity, laboratory methods, modern physics, teaching pre-college physics. Supplemented with 10 hours selected from electronics, astronomy, astrophysics, history of science, biology, mathematics, thermodynamics.

Chemistry - 22

Organic, physical, analytical.

Earth Science - 28

Geology, astronomy, mineralogy, agronomy, meteorology, oceanography.

Report #4

THE STATE UNIVERSITY COLLEGE AT FREDONIA

"An Experimental Program for the Education
of Secondary School Teachers of English"

THE STATE UNIVERSITY COLLEGE

FREDONIA, NEW YORK

"An Experimental Program for the Education of Secondary School Teachers of English"

When the Project was established in 1964, the faculty was invited to participate by developing experimental programs, and a committee was formed to receive and process proposals submitted by the faculty. The All-College Committee on Teacher Education, or the Conant Committee, as it came to be called, was composed of faculty members appointed from the following disciplines: Biology, Education, English, Mathematics, Modern Languages, Music, and Political Science. The Dean of Arts and Sciences and the Director of Education were to serve as members ex officio. Thus the group was large enough to represent a cross-section of campus opinion but not so large as to become unwieldy.

Much of the first year of the committee's existence was spent in intensive deliberations about the nature of the college's role as a member of the Five-College Project. As the minutes of the meetings indicate, the freedom to develop teacher education programs without regard to existing certification requirements entailed a responsibility which we did not at first understand. Since each of us had strong loyalties to our own disciplines, our first task was to learn how to represent the whole college rather than our own special interests, and to learn how to negotiate our own differences of opinion in order to temper if not resolve those existing in the faculty as a whole. We began our work by formulating guidelines for the development of experimental programs.

Since we were working in a relative vacuum, this task turned out to be more difficult than we had imagined, but by March, 1965, we had achieved a fairly clear understanding of our role: we would encourage individual disciplines to initiate programs in teacher education which departed from existing certification requirements; the proposals submitted to us would be subjected to rigorous scrutiny to insure that they represented the best thinking of the discipline and to prepare the way for their examination by the General Faculty.

During the year, we reviewed many proposals of which three showed promise: (1) a program for the education of teachers of grades N-3; (2) a program for secondary teachers of English; and (3) a program which provided dual certification for teachers of Mathematics and Physics. These proposals were studied and discussed by the Committee, and then returned to the Departments with our recommendations for further development. In the interim, we used every means at our disposal to keep the Faculty fully informed of our progress. Thus when we received financial support for the Project in September, 1965, we had three programs in varying stages of development, and we had achieved a working consensus about how to satisfy the demands of the all-college process.

During October 1965, the Committee formulated a budget which would control the expenditure of funds in support of the Project at Fredonia, and it considered a revised version of the experimental program in English. After deciding that the program had potential, we returned it to the Department of English with suggestions for further modification. When this revision had been completed, we decided that the time had come to ask the whole faculty to participate in the development of the program, and during December and January 1966, the Committee arranged and supervised the consultations with the faculty, synthesized its recommendations for changes, and returned the program to the Department for final revision.

During the spring of 1966, the Committee continued its role as overseer of the three programs while they were being developed. It supervised the operation of the Project, controlled the expenditure of funds, assisted the departments wherever possible, and kept the faculty informed of its progress. A further stage in the all-college process was reached in May when the plans for implementation of the English program were discussed with the faculty Curriculum Committee. Although the All-College Committee did not meet during the summer of 1966, planning and development of the N-3 and English programs continued with the support of Project funds.

The experimental English program, which is described in the following pages, was then ready for formal faculty action. This approval was forthcoming, and the program will be implemented with sixteen students who completed their freshman year as English teaching majors in the spring of 1966, and who expressed a desire to transfer to the experimental program.

The Experimental English Program

Soon after the Five-College Project was established, the Department of English began formulating an experimental program for the education of secondary school teachers of English. By January, 1965, a series of Department meetings had produced a tentative proposal in the form of an integrated, five-year program which included four years of liberal arts and sciences with a strong concentration in English, a summer assistantship following the sophomore year, and a fifth year devoted to specific preparation for teaching. This proposal was submitted to the All-College Committee on Teacher Education which gave the program detailed study, recommended various changes and then returned it to the Department for revision.

In March, 1965, the All-College Committee assumed responsibility for the program, and as a first step toward gaining the approval of the general faculty, it presented the proposal to Dr. Conant and to the faculty Curriculum Committee for examination and discussion. After further minor revisions, the experimental five-year program was submitted as part of the Project's application for foundation support. In the interim, further investigation revealed some practical difficulties which had not been anticipated. Public school officials with whom the program was discussed were hesitant to provide financial support for the induction period (fifth year). Though this problem might have been resolved, we could not overcome the objections raised by students, who did not consider a bachelor's degree and provisional certification to be sufficient justification for five years of study.

In September, 1965, the All-College Committee granted the Department permission to revise the experimental program. An _ad hoc_ committee, composed of staff members with public school experience, designed a program which could be completed in four years and which included some of the innovations of the five-year program, such as the summer assistantship. After discussion and revision by the Department, this proposal was submitted to the All-College Committee which accepted it as a new program and made further changes. In order to fulfill the requirements of the all-college process, the Committee decided to solicit opinions and judgments by holding formal consultations with the members of each discipline involved in the program. In late November, 1965, the Committee began the process by sending copies of the proposal to every faculty member in the College. At this point the program consisted of a four-year undergraduate curriculum with substantial requirements in general education, a strong major in English, and specific preparations for teaching concentrated in the summer following the junior year and in the first semester of the senior year. After allowing time for study and discussion, members of the Committee arranged meetings and presented the proposed program to individual departments. A member of the _ad hoc_ committee of the English department served as an advisor to each consultant. As noted above, when the consultations were completed, the reports were returned to the Department by the

Committee for use in a further revision of the program.

In the meantime, the Committee had decided to implement the Cooperating Teacher Program by finding a qualified public school teacher who could serve in the Department of English for a semester, teach several college level courses, assist in the experimental program, and in general prepare himself to work with the college in the supervision and training of the practice teachers produced by the experimental program. A suitable candidate was found in the Brocton Central School, and he worked in the Department during the spring semester. A teacher from Dunkirk High School joined the English staff in the fall semester, 1966, and subsequent candidates for the position of cooperating teacher will be drawn from other schools in the area.

To gain opinions about the program from all interested parties, the Committee decided to solicit judgments from teachers and administrators in area public schools and from distinguished authorities in the disciplines of English and Education. As a first step toward improving communication with the public schools, the Department, with the assistance of the Cooperating Teacher, began compiling a directory of English teachers in the secondary schools of Erie, Chautaqua, and Cattaragus counties, which will assist us in identifying future Cooperating Teachers and in arranging consultations about the experimental program. Several conferences involving college and school teachers of English have been held, and more are planned for the future. These are a few of the several methods being considered for strengthening the articulation between the high schools and the college.

During the spring of 1966, the Committee and the Department completed arrangements for visits to the campus by a series of consultants from the profession. On May 10-11, we conferred with Dr. Michael Shgrue, Director of English Programs for the Modern Languages Association and Professor of English at New York University, and on May 27, with Professor Catherine Sullivan, College of Education, University of Rochester, who is a specialist in the teaching of English. During October of 1966, Professor J. N. Hook, a nationally recognized authority on English Education from the University of Illinois, visited the campus, followed in November by Dr. James R. Squire, Executive Secretary of the National Council of Teachers of English. Other academicians and professional educators will visit the college during the academic year, 1966-67.

The consultations with the General Faculty about the experimental program emphasized the need for further planning in the areas of evaluation, the summer assistantship, and the practice teaching semester. Partly in response to suggestions made by the Faculty, the Department intensified its efforts to formulate suitable criteria for evaluating the experiment, and two members of the Department began detailed planning of the summer assistantship and the practice teaching semester. Their work continued during the summer of 1966.

In March of 1966, the Department met with the students who were then freshmen in the existing curriculum for English teachers. The discussion of the experimental program brought forth a number of fruitful suggestions and a heartening display of interest. After the Easter holiday in April, the students were invited to apply for formal transfer to the experimental program after it had been acted upon by the General Faculty. In the interim, the All-College Committee had decided to limit enrollment in the program to sixteen students representing all but the lowest level of academic ability. Since there were thirty-two students in the regular program, the sixteen not selected would serve as a control group.

Dr. James Conant visited the campus on May 3-4 to discuss the local Project with the All-College Committee. The process which had been used in the development of the English program was described for him in some detail; he asked numerous questions about the procedures we had used, and after an extended discussion, he expressed his satisfaction with the all-college process we had followed and agreed to notify the State Education Department that the Fredonia faculty had demonstrated its competence to certify English teachers.

After Dr. Conant had approved the process, all that remained to be done was the detailed planning of the assistantship and the practice teaching semester, which work has now been completed.

A JUSTIFICATION AND DESCRIPTION OF THE EXPERIMENTAL PROGRAM

Why Experimentation is Necessary

Anyone familiar with the history of higher education in the United States knows that James Conant has good reason for his insistence that more, if not all, faculty members become involved in the making of programs for the preparation of teachers. In the past, academicians have tended to neglect or ignore teacher education for various reasons: their own devotion to teaching and research left no time for anything else; the gap between university and school seemed too wide to be bridged; and teacher education had come to carry the taint of narrow vocationalism and an aura of intellectual disrepute which brought about its exclusion from the pantheon of liberal studies.

Despite the fact that a large proportion of our students are destined to become teachers, professors of English in particular have long been inclined to either ignore their responsibility for pedagogy or to delegate it to professional educationalists. The consequences of this neglect are readily apparent in some recent studies of the state of the profession. After five years of talking and working with English teachers throughout the United States, the Commission on English reached the "inescapable conclusion from data and direct observation --- that a high proportion, perhaps a majority, of English teachers know much less about their subject than they should know in order to teach it even reasonably well." The Commission goes on to say, "The reasons for this condition are many and not easy to correct, but further decline is inevitable unless immediate efforts are made to improve training, to tighten certification requirements in subject study, and to make the

English teacher's job more attractive."[1]

Even more unsettling to the complacency of English professors is a recent report of the National Council of Teachers of English, The National Interest and the Teaching of English. In analyzing the scope of the problem, the report points out that for most students in elementary and secondary schools, the English teacher is the sole representative of the humanities and of the values and skills inherent to humanistic studies: that "competence in using English is essential in every subject;" and "Unless English is taught well, every subject suffers;" and that "English is taught more extensively to more pupils than is any other subject."

Although the number of students in the schools has increased tremendously in this century, there has been no comparable increase in the number of English teachers - the demand still far exceeds the supply. One consequence of this situation has been a proliferation of the English teacher's duties to such an extent that he is often forced to neglect his primary responsibility for the teaching of language, literature, and composition. Another consequence has been the tendency of colleges and universities to yield to the demand by diluting educational programs so that now "poorly prepared teachers of English have created a serious national problem."[2]

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[1] Freedom and Discipline in English (Princeton, New Jersey: College Entrance Examination Board, 1965), p. 9.

[2] Committee on National Interest, The National Interest and the Teaching of English (Champaign, Illinois: National Council of Teachers of English, 1961), pp. 15-27.

To document its charge of poor preparation, the report cites the following evidence:

1. "Only 40 to 60 per cent of the teachers of high school English have completed college majors in English."
2. "A median of 16 to 18 semester hours of English is required nationally as minimum preparation for teachers assigned classes in English."[1]
3. "Only a fourth of the colleges require a course in the history of the English language."
4. "Only 17.4 per cent of the colleges require a course in modern English grammar."
5. "Fewer than 200 institutions are graduating teachers of English informed about modern language study."
6. "Only 41 per cent of the colleges require prospective teachers of English to complete a course in advanced composition."
7. "Only 51.5 per cent of the colleges require future high school teachers to complete a course in methods of teaching English."[2]
8. "More than fifty per cent of the colleges require future high school teachers who major in English to complete 18 to 24 semester hours in literature."

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[1] Committee on National Interest, The National Interest and the Teaching of English (Champaign, Illinois: National Council of Teachers of English, 1961), p. 43.

[2] *Ibid.*, p. 60.

9. "More than two-thirds of the colleges require courses in English literature, American literature, and Shakespeare; only one-third require work in world literature."

10. "Only one-fifth of the programs specify the need for a course in contemporary literature or in literary criticism or critical analysis."

11. "Few institutions provide for the study of the literature written for adolescents."

12. "More time is spent in methods courses on the teaching of literature than on the teaching of grammar and the teaching of composition combined."[1]

A later study by the NCATE shows that for most teachers of English, education after the baccalaureate does little to improve either the command of subject matter or the quality of their teaching. A survey of 7,417 English teachers in all parts or the country revealed that although a majority of them believe themselves to be inadequately prepared to teach language, literature, and composition, the graduate work they do in later years accomplishes little toward overcoming the deficiencies:

> Secondary teachers of English complete an average of 1.72 semester hours of college work each year, approximately one course every two years.
>
> More than 77 percent of all course work elected by teachers is in literature, education, or in academic subject unrelated to English. In more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language.

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[1] Committee on National Interest, The National Interest and the Teaching of English (Champaign, Illinois: National Council of Teachers of English, 1961), p. 60.

> English majors, departmental chairmen, and teachers in large schools, those best prepared to teach English in the first place, are also those who take many more courses in English and in other subjects than do non-majors, teachers in small schools, and others less well prepared.
>
> Teachers who consider themselves well prepared to teach English are teachers who have completed more semester hours of course work since certification than have all other teachers nationally.[1]

Conclusions such as these indicate a further weakness in the undergraduate education of English teachers generally; they do not develop sufficient allegiance to or concern for the discipline to want to continue their studies beyond the level of attainment represented by the baccalaureate.

These findings about the current state of the profession are supported by abundant evidence, and those conscientious enough to reflect upon their significance cannot but seek for causes to explain a distressing situation. Clearly, a substantial portion of the responsibility must be borne by professors of English: the typical program in a college of arts and sciences too often assumes that the number rather than the quality of courses will assure competence, that range of coverage is at least as good as depth, and that anything like a systematic approach to the study of language, literature, and composition smacks of the scientific method and is therefore, unaesthetic, mechanical, not to be borne.

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[1] Committee on National Interest, The National Interest and the Continuing Education of Teachers of English (Champaign, Illinois: National Council of Teachers of English, 1964), p. 32.

Let us assume, however, an English staff that realized the weaknesses in its program for teachers and sought to correct the situation. Such a group would soon find that any curriculum would have to be made to conform to the current state certification requirements, and that any inherent principle of design would have to be modified according to these requirements.

At this point, we arrive at the unique feature of the Five-College Project on Teacher Education. In formulating experimental programs for the education of teachers, faculties in the Project are free to deviate from existing state regulations, and the faculty at Fredonia has taken full advantage of this grant of autonomy in its formulation of the experimental English program. Outlined in the following pages are the present certification requirements of the State Education Department, a description of the manner in which the proposed program diverges from them, and a descriptive analysis of the experimental program.

CURRENT CERTIFICATION REQUIREMENTS

In the outline below, the requirements are on the left; the courses offered by Fredonia to satisfy the requirements are on the right.

I. For provisional certification to teach English in the secondary schools of New York State:

   A. Professional Education

1. "At least 8 hours in the body of knowledge which establishes the social, philosophical, and psychological foundations of educational theory and practice."	Ed 215 Education in American Society	3 hours

	PY 315 Developmental Psychology 3 hours
	PY 415 Educational Psychology 3 hours 9 hours
2. "At least 8 hours in the skills which include methods and materials of teaching the subject in which certification is sought, and supervised observation and practice teaching."	ED 325en. Secondary School Methods 3 hours ED 430 Student Teaching 6 hours 9 hours

B. English

"At least 36 semester hours in English; the total concentration in English shall include work (although not necessarily separate courses) in the following areas:

Adolescent literary materials	EN 318 Literature for Adolescents 3 hours
Advanced writing	EN 440 Advanced Writing 3 hours
Concepts, processes, and media of communication	EN 115-116 Composition and Introduction to Literature 6 hours
Development, Structure and function of the English language	EN 450 History of English Language 3 hours
Improvement of reading	All literature courses
Literature; American, English and World	Various courses in Literature 18 hours

Oral composition (public speaking, argument or discussion)	Sp 115 Fundamentals of Speech 3 hours
Oral interpretation (of prose, poetic, or dramatic literature)."	Sp 215 Oral Interpretation 3 hours
	39 hours

II. For permanent certification

"At least 51 semester hours in English, 15 of which shall be in approved advanced courses."

AN ANALYSIS OF THE REQUIREMENTS SHOWING THE NEED FOR EXPERIMENTATION

Since the curriculum must correspond to state certification requirements, the existing program tends to provide a fragmented rather than a unified education for the prospective teacher of English. We agree wholeheartedly with Dr. Conant's insistence that the prospective teacher must have a thorough mastery of subject matter before he can impart it to others. Yet the present program hinders more often than it helps the student towards mastery of his subject. His first two years are occupied mainly by the general education requirements; the basic English courses help him toward a minimum proficiency in reading and writing and an introductory knowledge of literature. But he is hardly introduced to the discipline before being taken away from it during the third year by courses which are principally concerned with the practical aspects of teaching, and he is asked to learn about classroom methods and procedures before having had any actual experience in the public schools. Further interruption occurs in the fourth year when the student must leave the college for a period of practice teaching. As a consequence, he has only one semester for intensive, unalloyed study in his major area, and it is obvious that one semester is hardly enough for the development of the kind of intellectual maturity that the prospective teacher of English must possess.

The proposed experimental program will eliminate many of the inadequacies of the present curriculum. Instead of fragmentation, the new program has coherent form and purpose: structural unity is produced by the organization of the study of language, and composition into a triad, which is consistent throughout the program; linear unity is provided by the organization of courses into a chronological sequence. Thus the student's study of Greek and Roman literature will be followed by concentration upon the literature of England and America; as a consequence, for the organization of his knowledge he will have the invaluable assistance of an evolving historical framework. At the same time, he must meet the constant demand to refine his critical perceptions, strengthen his understandings of the language, and improve his abilities in both writing and speaking. Moreover, an emphasis on the practical aspects of teaching is an integral part of the program. A sequence of courses during the junior year will concentrate upon the development of knowledge of and skills in the use of language: a course defining the nature and structure of Modern English in light of its historical development will be followed by a course in advanced composition in which the student will apply his understanding of the language by perfecting his ability to write expository prose.

During the summer following his junior year, the student will gain valuable experience as an assistant to a classroom teacher; and in the first semester of the senior year, his study of the theory and methods of teaching will be concurrent with his actual practice in a public school classroom. At no time will he be separated from the continuing study of his discipline. The specific preparation for teaching will culminate in the Senior Seminar which will provide a synthesis of the undergraduate study of language, literature, and composition and will emphasize those aspects of the discipline which are particularly appropriate to the teaching of English in the public schools.

From this brief description it should be clear that freedom from state certification requirements permits the design of a program which allows a departure from the conventional approach to the preparation of secondary English teachers and provides an opportunity to compare the graduates of the experimental program with the graduates of the existing program.

AN ANALYSIS OF THE PROPOSED PROGRAM

a. General Education

An underlying assumption of the program is that any specialized knowledge must be firmly grounded in the liberal arts and sciences. Thus the program will require that the student pursue introductory studies in the various major areas of knowledge, including art, music, philosophy, biological and physical science and psychology, mathematics, a modern foreign language, history, and the social sciences.

b. Concentration

The courses in the concentration are structured so that the student will proceed according to a chronological sequence and to a gradually increasing degree of specialization. After the basic course in composition the student will be introduced to the fundamental principles of literature and literary criticism. The historical sequence begins with a critical study of Greek and Roman literature and continues in the sophomore year with surveys of English and American literature in courses which introduce the student to the scope and depth of his discipline. In the junior year, the student will begin an intensive study of literature in courses arranged according to the traditional historical periods, while the senior year will be taken up with more specialized studies of the works of particular authors and specific genres.

The courses in the area of concentration provide for an integrated study of language, literature, and composition. Of special importance for the prospective teacher are the courses in language and composition which the student will take in sequence during his junior year; his study of linguistics, grammar, and the history of the language will be followed by an intensive course in expository writing. And the study of literature as a discipline provides the intellectual, aesthetic, and cultural values inherent in the art form as well as a continuous emphasis on language and composition. Since literature is a verbal art, a thorough understanding of any particular work, whether it is a sonnet by Shakespeare or a novel by Hemingway, requires that the student possess refined and disciplined critical perceptions, special knowledge of the nature and evolution of the language, and the ability to articulate his responses either orally or in writing. Thus the study of literature not only provides knowledge of one of the most important expressions of human ideals, character, and values, it also provides the practical skills which the successful teacher of English must possess.

It should be noted that the course requirements in the concentration equal the recommendations of Dr. Conant.

c. Free Electives

We agree with Dr. Conant that free electives in any teacher education program should be limited to less than one semester's work. In any case, the student will be advised to take only those courses in Arts and Sciences, Education, and Music, which will either aid in the development of a serious interest, or assist in the removal of a serious deficiency.

d. Physical Education

The program will require three semesters of physical education.

e. Specific Preparations for Teaching

1. In the proposed experimental program, the role of the English Education specialist becomes more important than ever. His association with the prospective teacher will begin early and continue throughout the program; he will guide and counsel the student and will direct the professional phases of the program outlined in the following sections.

2. The Induction Period

Phase I: The Summer Assistantship

For a six week summer period between his junior and senior years, the prospective teacher will serve as a student assistant to a cooperating teacher in one of the public schools near the college. He will observe all the aspects of teaching and classroom administration, and he will gain experience in the organization and planning of course work, the grading of written compositions, and the techniques of pedagogy especially suited to English as a discipline.

If the cooperating teacher is agreeable, the student will be able to plan and teach his own lessons.

The student assistant will work under the supervision of the cooperating teacher, the principal of the school, and a member of the college English Department. The student will keep a record of his activities during the period, and the members of the supervising team will evaluate his performance and judge his fitness for teaching.

For the prospective teacher of English, experience in a public school summer session will be especially valuable not only because it will provide familiarity with the operation of a school but also because the range and variety of teaching common in such a session will give the student a view of his career in microcosm. English teaching during the summer ranges from remedial labors with the slowest students to advanced studies with the exceptionally bright. Such experience should help the student verify his choice of vocation as nothing else could.

Since funds have been provided for support of the experiment, the student assistant will be compensated at the rate of $100 per week for the six week period, and the cooperating teacher will be paid $150 for his assistance to the program. A detailed description of the summer assistantship will be found in Appendix A.

Phase II: The Seventh Semester

During the first semester of the senior year, the students in the experimental program will be given practice-teaching assignments in the secondary schools of Dunkirk and Fredonia. They will teach under the supervision of the specialist in English Education and of the cooperating teacher in the school. Under the cooperating teacher program which is a part of the experimental project, the teachers will have spent a semester on the college campus prior to the time they assume their roles as cooperating teachers. During this semester, they will teach basic courses, visit other classrooms, confer with the English staff, and in general familiarize themselves with the nature and purpose of the present and the experimental programs. After this kind of experience, they should be well fitted to assist in the supervision of the practice teachers.

The students will practice teach during the mornings throughout the semester. During the afternoons, they will return to the campus for a Seminar in Teaching. Since the Seminar in Teaching will be concurrent with the practice teaching, it will provide a forum for the discussion and resolution of problems as they arise. The Seminar will be organized and conducted by the Clinical Professor in the English Department with the assistance of staff members from the Department of Education. Other members of the English staff will participate whenever they can make a contribution.

The subject matter of the seminar will include the organization and administration of secondary school English courses, the methods and materials for teaching language, literature, and composition, a survey of the reading materials available for young people, the nature and function of various tests and measurements, procedures for maintaining discipline, and a synopsis of educational philosophy and psychology.

The Senior Seminar in literature will provide the student with the means for synthesizing his accumulated knowledge of literature and criticism, and it will emphasize the ways in which he can communicate this knowledge. The content of the course will have special reference to the literature commonly taught in the public schools.[1] Appendix B contains a detailed analysis of the seventh semester.

f. Certification

After successful completion of the fourth year, the student will be recommended to the faculty as one deserving the Bachelor of Arts degree and provisional certification to teach English in the secondary schools.

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[1] Students will take the Senior Seminar during the eighth semester.

PROPOSED CURRICULUM STRUCTURE

I. Liberal Arts and Sciences — 44-59 semester hours

English 115-116 — 6 hours

First Semester: reading expository essays and plays, writing expository themes.
Second Semester: introduction to several literary genres, expository theme writing, library paper.

Art — 3 hours

The student may take the introductory course, Art History and Appreciation (AR 115), or an advanced course such as Northern Renaissance Art (AR 427), which would complement his study of the literature of the same period.

Music — 3 hours

Music Appreciation (MU 215) is recommended unless the student's preparation in music theory will permit study on a more advanced level.

Philosophy — 3 hours

Types and Problems of Philosophy (PL 115) is recommended. If possible, the student should also study logic (PL 116) and an advanced course such as Modern Philosophy (PL 320), which would complement his study of the literature of the period.

Modern Foreign Language — 0-12 hours

The amount of foreign language study is dependent upon high school preparation. Students receiving advanced placement should take advanced courses in the literature, such as the Survey of French Literature (LF 319-320) and German Masterpieces (LG 315-316). Undergraduate preparation in French or German is usually required for the graduate study of English.

Laboratory Science — 8 hours

Basic courses in either Biology (BI 111 or 115-116), Chemistry (CH 111 or 115-116), Geology (GL 111 or 115-116), or Physics (PM 111 or 121-122). The courses numbered 111 should be taken only by those students with little or no high school preparation in science.

Mathematics 3 hours

Principles of Mathematics (MA 118), which is designed for liberal arts students not majoring in mathematics or the sciences, is recommended.

History 6 hours

History of Western Civilization (HY 115-116). Students with advanced placement should take United States History (HY 215-216). It is strongly recommended that the study of English history (e.g., HY 217-218, History of Great Britain) be undertaken as an elective.

Social Sciences 6 hours

Courses may be selected from the areas of Political Science, Economics, Sociology, Anthropology, or Geography.

Psychology 3 hours

Introduction to Psychology (PY 115) is recommended. Students may take additional courses as electives.

Speech-Drama 3-6 hours

Students with high school preparation in speech should take Oral Interpretation (SP 215); those without such preparation should take Fundamentals of Speech (SP 115) and Oral Interpretation.

Physical Education 0 hours

Three semesters are required.

II. Concentration in English Language, Literature, and Composition 45 hours

EN 117 - Greek and Roman Literature 3 hours

An introductory critical study of the major literary genres of Greece and Rome with emphasis upon the characteristic forms and themes of classical literature. Readings will be selected from Modern English translations.

EN 217-218 - Masterworks of English Literature 6 hours

An intensive critical study of selected major works of English literature emphasizing both the content of individual works and the continuity of literary traditions. Readings for the first semester range from Beowulf through the eighteenth century; those for the second semester range from the early nineteenth century to the present.

EN 219-220 6 hours

Critical study of selected works of representative American authors. Readings for the first semester range from the seventeenth century through Whitman; those for the second semester from Dickinson to the present.

Historical periods of English and American Literature 12 hours

Students must take two courses in the periods before 1700 and two after 1700 to be selected from among the following: Medieval Literature (EN 300), The Sixteenth Century (EN 310), The Seventeenth Century (EN 320), The Eighteenth Century (EN 330), The Romantic Period (EN 340), The Victorian Period (EN 350), Realism and Naturalism (EN 355), American Romanticism (EN 356), Modern British and American Poetry (EN 360), and Major Novels and Plays of the Twentieth Century (EN 361).

EN 440 - History of English Language 3 hours

Development of the language from its beginnings to the [illegible] English. The major factors which have shaped the growth of English; specific processes of change within the language; developments of concepts of correctness in usage in their historical concepts.

EN 450 - Advanced Writing (The Practice of English Prose) 3 hours

A study of the development of English expository prose style: antecedents in classical and Renaissance rhetorical theory; grammar and syntax: organization; rhythms. Reading and analysis of major non-fictional prose works from Malory to the present. Writing of substantial essays.

EN 420 - Shakespeare 3 hours

The works of Shakespeare as artistic entities and as reflection of Elizabethan England. Emphasis is placed on the evaluation of the plays both as dramatic art and as literature.

EN 400b Senior Seminar — 3 hours

Designed to effect a synthesis of the earlier study of language, literature, and composition, the seminar will emphasize independent study and those areas particularly relevant to the teaching of English.

English Electives — 6 hours

Courses are to be selected from among the following: Chaucer (English 410), Milton (English 430), Elizabethan Drama (English 425), Restoration and Eighteenth-Century Drama (English 426), The English Novel I and II (English 435-436), Creative Writing (English 445), Medieval British Literature (English 501-502), Shakespeare, The Great Tragedies (English 510), Whitman and Twain (English 512), Hawthorne and Melville (English 513), Hemingway and Faulkner (English 514), Wordsworth and Coleridge (English 515), Browning and Tennyson (English 516), History of Literary Criticism (English 538), and Dryden, Swift and Pope (English 540).

III. English Education — 15 hours

EN-ED 480 Summer Assistantship — 3 hours
See Appendix A

EN-ED 485 Seminar in Teaching — 6 hours

EN-ED 490 Practice Teaching — 6 hours

IV. Electives — 16-1 hours

Under advisement the student will take those courses in the Arts and Sciences and Professional Education which will either aid in the development of a serious interest or assist in the removal of a serious deficiency.

PLANS FOR IMPLEMENTATION

Since the faculty has approved the experimental program in the fall of 1966, the sixteen students who were selected earlier will be formally transferred from the present teaching program. They will therefore enter the program at the beginning of the sophomore year and will graduate in June, 1969.

To gain assurance of the cooperation of the public schools and to get the opinions of school people about the feasibility of the summer assistantship, members of the English Department conferred with administrators and English teachers in area schools during the spring and summer of 1966. Since the students will be supervised by members of the Department, we had to be certain that they could be placed within a reasonable distance from the college. In Chautauqua County, summer sessions are held at Dunkirk High School, Jamestown High School, and Chautauqua Central School, and our meetings with the administrators and teachers responsible for these sessions were informative and fruitful. The response to the summer assistantship was almost uniformly favorable. Some of the teachers demurred for one reason or another, but their objections disappeared once they realized that participation in the experiment would be voluntary; students will be assigned only to those teachers who are willing to assume the responsibility.

Once the cooperation of the public schools was assured, we were able to complete the plans for the summer assistantship; the students will be assigned to schools during the spring of 1968. Thus they will have completed the summer experience by the time the Department makes the practice teaching assignments for their seventh semester during the fall of 1968. Completion of course work during the following semester will lead to graduation and provisional certification in the spring of 1969.

EVALUATION

From the time of the organization of the Five-College Project in 1964, the All-College Committee on Teacher Education at Fredonia has been fully aware of the need for the development of valid criteria for evaluating the experimental programs. It was readily apparent that experimentation merely for the sake of tinkering with established patterns would be a pointless waste, as would the development of programs in areas which stood to gain little from the grant of freedom from existing certification requirements. The Committee soon realized that it must require discipline submitting proposals to demonstrate the need for the new procedure and the value of it as an experiment. Since it was obviously impossible to evaluate results before the experiment was conducted, the Committee could ask no more than presumptive evidence that a given proposal was worthwhile as an experiment.

One of the Committee's earliest decisions about evaluation concerned the kind of students to be admitted to the experimental programs. On this matter prior experience revealed two factors that had to be taken into account: (1) the strengths or weaknesses of a particular curriculum has little effect upon the performance of intellectually superior students, and (2) a teacher education program must be concerned with quantity as well as quality and the number of superior students is always small. For these reasons among others, the Committee decided that while the enrollment in an experimental program might have to be limited, students admitted must represent a full range of academic ability, excepting, of course those whose potential for success in college is nil. In this way, the Committee hopes to insure that the experimental programs can be evaluated in terms of the normal student population.

The selection of students for the experimental English program was guided by the Committee's concern for evaluation. In the spring of 1966, there were thirty-two students in the existing program for secondary school English teachers who had demonstrated their ability to successfully complete an undergraduate education. Twenty-one members of this group responded to the invitation to apply for admission to the experimental program. To satisfy the Committee's desire for a normal population and to establish suitable controls for the experiment, sixteen students representing a full range of academic ability were accepted for admission into the experimental program. The other sixteen, also representing a full range of ability, will remain in the existing curriculum and serve as a control group for purposes of evaluation.

The careful selection of students is of course only the first step in the total process of evaluation, and the Committee is well aware that it must find and if necessary develop suitable instruments for measuring the results of the experimentation. The task is rendered especially difficult by the lack of any generally accepted definition of good teaching. A survey of recent studies shows that good teaching remains very difficult to measure by statistical methods,[1] and that while some advances have been made in the establishment of reliable criteria, evaluation of teaching ability remains largely subjective and often dependent upon ephemeral or irrelevant considerations.[2]

Under these circumstances, the Committee is inclined to agree with Dr. Conant who believes that until more reliable methods for determining teaching quality are discovered, the success of a program and of the teachers it produces can best be determined according to three criteria:

1. The number and quality of students who enter the new program compared to those who choose to remain in the existing program.
2. A comparison of the number of students who complete the program successfully.
3. A comparison of the length of time that students from the two programs remain in teaching.

An evaluation based upon these criteria will require careful attention to record keeping and tabulation, a process which the

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[1] See, for example, G. W. Durlinger, "Personality Correlates of Success in Student-Teaching." Educational and Psychological Measurement, XXIII (1963), pp. 383-90, and G. L. Newsome et al, "Changes in Consistency of Educational Ideas Attributable to Student-Teaching Experiences," Journal of Teacher Education, XVI (1965), pp. 319-23.

[2] Cf. F. G. Rhodes and D. R. Peckham, "Evaluative Reports on Student Teachers," Journal of Teacher Education, XI (1960), pp. 520-23, and Evaluating Student Teaching: Thirty-Ninth Yearbook of the Association for Student Teaching, ed. A. C. Moon (Cedar Falls, Iowa, 1960) passim.

Department of English has already begun by assembling pertinent data on the abilities and interests of the thirty-two students in the experimental group, by keeping detailed records of their academic performance, and by developing methods for evaluating the teaching performance of the students after they leave the college.

These three criteria will serve as the matrix of the evaluation process for the experimental English program. As other criteria are discovered to be valid and pertinent, they will be incorporated into the total process. To complement the evaluation of the program as a whole, the scholarly competence and potential for teaching of individual students will be judged in the following ways:

1. Academic standing. The student's academic ability will be amply demonstrated by his successful completion of course work in the major area, by his performance in the course offered by other disciplines, and by the ability to communicate which he demonstrates in courses and in practice teaching. Throughout his undergraduate career, the student's performance will be carefully evaluated by his major advisor and the English staff. A thorough understanding of language, literature, and composition is essential, and the student will be required to demonstrate exceptional skills in reading, writing, and speaking. As a further guarantee of competence, the Department of English is now considering the inauguration of a senior comprehensive examination.

2. Personal qualities. Classroom instructors and advisors will be concerned constantly with the evaluation of such personal qualities as mental and emotional maturity, integrity, initiative, self-reliance, and enthusiasm for teaching.

3. Advisement. The Department has undertaken to strengthen the ties between students and academic advisors so that students can gain better understanding of their present and future roles, and faculty members will be in a better position to judge their potential for success.

4. Preliminary evaluation. During the second semester of each academic year, the Department will review the evaluative materials for each student accumulated to that point. Those students found deficient will be counseled out of the program. At the end of the junior year, a final decision will be made as to the student's eligibility to undertake the summer assistantship and practice teaching.

5. Summer assistantship. During the summer high school experience which will normally follow the student's junior year, the cooperating teacher and the college supervisor will be evaluating the student's potential as a classroom teacher. The student will present his own report of the experience in writing to the college supervisor.

6. Practice teaching. The cooperating teacher in the secondary school, the college supervisors, and the members

of the instructional team for the Seminar in Teaching will all be involved in the final determination of the student's fitness for teaching.

The foregoing criteria for evaluating the experimental program as a whole and the performance of individual students are minimal and are subject to whatever changes further study and actual experience reveal as necessary and advantageous. Some changes might come from the decisions that are made relative to the evaluation of the whole Five-College Project. Preliminary discussions about methods for evaluating the Project have already begun, and they will no doubt continue until a concrete plan is realized. Members of the Project are especially interested in the negotiations entered into by Brooklyn College with the Educational Testing Service. In the fall of 1966, ETS will supply the Brooklyn College faculty with a plan for the evaluation of individual programs as well as the process by which they are developed. If the plan is feasible and demonstrably useful, the All-College Committee at Fredonia will consider the possibility of engaging ETS for assistance in the evaluation of our experimental programs.

APPENDIXES

NOTE: The following appendixes describe the two phases of the Induction Period for the prospective English teacher, the Summer Assistantship after the junior year and the Seminar in the Teaching of English which will be offered concurrently with practice teaching during the first semester of the senior year. Since the first Induction Period will not begin until the summer of 1968, the intervening period will permit continued study which might result in changes in matters of detail, but the general structure will not be changed and will remain as it is described on the following pages.

APPENDIX A

The Induction Period, Phase I: The Summer Assistantship

I. Administrative Procedures

During the early spring of the student's junior year, the Department of English will complete arrangements with the public school teachers who have agreed to take part in the experimental program. Their participation will be voluntary, and each Cooperating Teacher will be paid $150.00 by the Project for additional time the program will require of him. By the time the first Summer Assistantship begins, several of these teachers will have already completed the Cooperating Teacher training program sponsored by the All-College Committee which is already in operation, and many of them will assist in the supervision of the students when they practice teach during Phase II of the Induction Period. It should be noted that there are enough English teachers in the summer sessions of Chautauqua, Dunkirk, and Jamestown High Schools to accommodate all the students in the experimental group.

The Student Assistants will be supervised by one of the Practice Teaching Supervisors in the Department of English. In both phases of the Induction Period, the Department's Experimental Program Coordinator will serve as a liaison for the All-College Committee. Assignment of students during the Induction Period will be made in cooperation with the college's Office of Student Teaching.

II. Objectives of the Summer Program

The design of the Induction Period will permit the student to proceed from a general introduction to the nature and scope of secondary school education to a specific concentration upon the teaching of English. As the first phase of this process, the Summer Assistantship has the following objectives:

1. To provide a period of orientation during which the student will have the opportunity to work with children and an experienced teacher in a classroom situation prior to his practice teaching.
2. To discover if the student will profit from the experience to the extent of being able to confirm his choice of teaching as a vocation.
3. To find out if the Cooperating Teacher and his classes benefit from the presence of the Student Assistant.
4. To ascertain if the student's knowledge of the history and philosophy of education and his understanding of the nature of teaching are substantially increased by the combination of classroom experience with independent study and weekly discussions.
5. To determine what effect the summer school experience has upon the student's performance as a practice teacher.

III. Required Readings

The student's classroom experience will be strengthened and complemented by a series of readings in professional theory and practice. Such readings will not only broaden the student's understanding of his profession, they will also assist in the process by which he learns to communicate the knowledge of subject matter which his undergraduate studies will provide. The readings will be drawn from a list of works such as the following:

Barzun, Jacques. *Teacher in America*. New York, 1954.

Bruner, Jerome S. *The Process of Education*. Cambridge, Mass., 1960.

Conant, James B. *The American High School Today*. New York, 1959.

Conant, James B. *The Education of American Teachers*. New York, 1963.

Cremin, Lawrence A. *The Transformation of the School*. New York, 1959.

Highet, Gilbert. *The Art of Teaching*. New York, 1961.

Stone, James C., and Frederick W. Schneider. *Foundations of Education: Commitment to Teaching*. 2 Vols., New York, 1965.

Whitehead, Alfred N. *The Aims of Education*. New York, 1963.

Specific selections will be made after consultation with the appropriate specialists in the history and philosophy of education and educational psychology.

IV. The Student Assistant's Role

On the basis of consultations with high school teachers and administrators of summer school programs, the Department of English believes that the daily functioning of the Student Assistant should be worked out with the individual Cooperating Teacher (e.g., whether the student should perform tutorial duties, correct papers, assist in planning, conduct group work, etc.) and that the requirements should be as general as possible until the first summer experience has been evaluated. The specific requirements, therefore, are limited to (a) the required readings and their examinations, (b) the required weekly conferences during which current classroom experiences as well as the readings will be discussed, and (c) final reports from the student which will be organized in both objective and subjective parts.

It is to be hoped that the Student Assistant will be utilized in ways that will be beneficial to him and to the Cooperating Teacher, such as helping individual students with supervised study, with tutorial work leading to the mastery of a single skill or concept, and if his competence permits, teaching a concept or lesson to a whole class. In addition, the student should be able to observe classes at different grade levels and have an opportunity to study the organization and administration of the secondary school. Whatever his functions, the Student Assistant must be able to perform them with an absolute minimum of disruption to the Cooperating Teacher and to the secondary school students. Further participation by the student will depend upon the nature of the class to which he is assigned, the professional and personal qualities of the Cooperating Teacher, and the abilities of the Student Assistant himself. The student's performance during the Summer Assistantship will provide evidence of his professional and personal competence to begin practice teaching when he returns to the college in the fall.

V. The Cooperating Teacher's Role

Since the Student Assistant's role is to observe and to assist when needed, the program will make no demands upon the Cooperating Teacher other than the weekly conferences with the student and the college supervisor and the submission of a final evaluation. It is important to note that the summer program will not require as much supervision by the Cooperating Teacher as practice teaching normally does; he will be free to determine the extent to which the Student Assistant participates in the activities of the class.

VI. The College Supervisor's Role

The supervisor will oversee the "experimental" nature of the summer school observation experience. He will be mainly responsible for conducting the weekly conferences with the Student Assistants and Cooperating Teachers. From these meetings, conducted inductively, criteria for the summer school experience will develop; i.e., objectives for future participants can be established in more detail, the nature of Student Assistant reports can be more specifically organized; the Cooperating Teacher's ability to use the Student Assistant will be better understood, and greater objectivity will be attached to the total evaluative criteria for the summer school experience. Such questions as (1) Were the classroom needs of the youngsters better served with the participating classroom observer? (2) Were the Cooperating Teacher's own teaching abilities enhanced (i.e., was he able to give greater individual attention to students, to small group work, to written and oral work, and so on, through the Student Assistant's participation, or was the Student Assistant an inhibiting factor)? (3) Were the reading assignments, discussions, and written reports and final examination valuable to the Student Assistant? (4) Did the college supervisor give the Student Assistant and Cooperating Teacher enriching direction in the conduct of the weekly meetings and in developing the techniques for the student's evaluation of his experience? (5) Finally, were the objectives of the summer school experience fulfilled or were there professional, academic, and personal considerations unfulfilled?

VII. The Weekly Conferences

The conferences involving the three participants will provide the major evaluation of the program. These conferences should find the student's having read from the reading list, his having first hand understandings about teaching from his observations, and his having a written report on the week's activities. The Cooperating Teacher will be able to report on a week-to-week basis the development of his class and the Assistant's role in it. The amount and nature of the Assistant's participation in the classroom situation, without being formally asked to practice-teach, is, of course, very germane to the summer school experience. The weekly meetings should reveal how thoughtfully he has read, observed, and written on a weekly basis: and he should have a growing awareness of his professional, personal, and academic abilities as a developing English teacher.

The Supervisor will have periodic meetings with the Experimental Program Coordinator, as well as with consultants from such areas as Psychology and Education. These Conferences will contribute especially to a development of objective criteria in the total evaluation of this part of the Experiment.

VIII. Evaluation of the Student Assistantship

The evaluation of the performance of students in this phase of the Induction Period will be conducted according to the following criteria:

1. Participation in the weekly discussions and conferences.
2. Written weekly reports on the classroom experiences.
3. Evaluation of the student by the Supervisor and Cooperating Teacher as to his professional promise, academic abilities, and personal qualities.
4. Final written reports of the Student Assistant, the Cooperating Teacher, and the Supervisor.
5. Prepared examinations on the readings.

APPENDIX B

The Induction Period, Phase II: The Seminar in Teaching of English and Practice Teaching

The English Department believes that the student comes to the professional emphasis of the seventh semester with a two-fold strength which the experimental program particularly gives him: (1) the completion of a sequentially organized program in the liberal arts through six semesters, and (2) the completion of a supervised "student assistantship" in an English classroom during a public school summer session. The close relationship between the academic and the professional parts of the experiment is particularly brought into focus during the seventh semester.

The practice teaching assignments will place the students with selected experienced secondary school teachers for half day sessions over a period of one semester. When the practice teaching occurs in the fall of 1968, many of these teachers will have been in the experimental program by having taught on campus for one semester and by having directed a summer assistantship. The roles of the college supervisor, the secondary school cooperating teacher, and the practice teacher remain as the FSUC Education Department's pamphlet, Student Teaching: A Handbook for Cooperating Teachers, describes them. The English Department believes that with so many experiences already completed, the practice teacher will bring much more to his teaching situation and, in consequence, take much more from it.

The Seminar in the Teaching of English will bring the practice teacher into two lecture-discussion sessions a week, (each class session of three hours will meet on Tuesday and Thursday afternoons) with the college supervisor, the secondary cooperating teacher, and consultants in specialized areas. The Seminar will be organized and administered by the Department's specialists in English Education and will be taught by them in cooperation with an educational psychologist and various consultants representing other areas of importance to English teachers. Discussions already held by representatives of English, Education, and Educational Psychology have established the feasibility of integrating the teaching of English with the psychology of learning. It is agreed that such an approach has potential as a pedagogical method, and that it is therefore worthy of trial in an experimental program such as this. Among other things, we hope to establish that the scheduling of the Seminar concurrent with practice teaching will allow the prospective teacher to test the practical effectiveness of his knowledge as he learns it and thus to more easily bridge the gap between theory and practice.

In its overall organization the Seminar will emphasize the student's academic and professional growth in the planning and teaching of the English priorities - Language, Literature, and Composition. The major assignment in the nine weeks devoted to the priorities will be the development of a sustained unit and the teaching of it under the cooperating teacher's direction.

It is in keeping with the experimental nature of the program to block "areas of study" for the Seminar rather than to impose a specific course of study at the very beginning. This will give the six hour Seminar a fluidity of organization by permitting revisions as the course develops. It is in the manner of conducting the Seminar itself that many of the positive aspects of the experiment seem to be apparent. The first hour of each Seminar will be given over to discussions of issues which will come from the practice teaching experience (problems of content, motivation, adolescent behavior, discipline, and so on); the last two hours of the Seminar will follow a syllabus prepared by the regular teaching staff with the advice of consultants in specialized areas. The Seminar's organization, therefore, describes the two hour class session which follows the discussion hour. The Seminar's major concerns are as follows:

I. Introduction to the Psychology of Learning

II. The English Priorities

Freedom and Discipline in English: Report of the Commission on English, College Entrance Examination Board, New York, 1965, will serve as a Study Guide for the nine week block on the English priorities. The readings for each priority will be assigned from Appendix D. Bibliographies, pages 168-178 of the Commission on English Report and the attached bibliography. Since the student's understanding of each priority is best carried to his classroom by the Unit method, the key assignments in this block will have the student build units and integrate them into his practice teaching classes as part of his work in building a course of study himself.

A. Language

1. A Historical Note
2. Language Learning in the Early Years
3. The Debate about Teaching Grammar
4. Problems of Usage
5. Preparation for Teaching Language: The Elements
    1. phonology
    2. morphology
    3. syntax
    4. the lexicon

B. Composition

The Commission's End-of-Year Examination in English for College-Bound Students, Grades 9-12 will be the Study Guide for this section.

1. Two Views of Composition:
    a. the Student's View
    b. the Teacher's View
2. Organizing Instruction in Writing
3. Composition Assignments
4. Correction, Criticism, and Measurement (especially with reference to the Study Guide above)

C. Literature

1. A Curriculum Arrived at by Consensus
2. Content of the Curriculum in Literature
3. Organization of the Curriculum in Literature: Problems of Timing, Sequence, and Articulation
4. Kinds of Literature Courses
    a. Historical patterning
    b. Literary themes
    c. Literary types or Genres
5. Criticism as Knowledge
6. The Critical Process
7. Questions for Learning, Teaching, and Testing

III. Tests and Measurements for English Teachers

IV. Reading Problems and the English Teacher
(Reading specialists will be invited to serve as consultants.

V. Instructional Media
(Specialists in Instructional Resources will be invited to serve as consultants.)

VI. Special Problems in the Teaching of English

VII. Evaluation: Examinations, Papers, and Reports

The College Supervisor with other members of the department will be responsible for organizing the summer assistantship (three hours of course credit), the practice teaching assignments and evaluation (six hours of course credit), and the Teaching Seminar (also six hours of course credit for a grand total of fifteen hours). The student in this experimental program will have had over twenty weeks of daily time spent in the secondary school classroom; he will have had around one hundred hours of classroom discussion time while being connected with some kind of teaching experience; and he will have had lectures and discussions organized by consulting specialists in several different fields.

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Report #5

VASSAR COLLEGE

"Preparation for Teaching Social Studies in Secondary Schools"

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"Preparation for Teaching Social Studies in Secondary Schools"

When Vassar College was offered the opportunity to participate in the Five-College Project, it already had on-going programs at both the secondary and the elementary level, although it is a liberal arts college with no Department of Education. Concern for teacher preparation is traditionally a concern of the whole college and, in the first seventy-five years of the college, large numbers of its graduates entered the teaching field at every level. The introduction of the five-year requirement for permanent secondary certification slowed down this number markedly, and those who did enter preferred the MAT or other graduate programs, or chose to teach in private schools. With the introduction of provisional certification, however, the interest in secondary public school teaching increased and Vassar now has approved programs for provisional certification in social studies, English, foreign languages, mathematics, biology, chemistry, physics, and earth science, as well as an approved N-6 elementary education program.

For the Five-College Project, Vassar chose to focus its attention on the area of social studies; one of the most difficult subjects to teach because of its breadth, variety, and the almost chaotic present curricular status. This investigation, carried on from December 1964 to December 1966, under the aegis of the Committee on the Five-College Project and the Committee on Teacher Education, led to the formulation of an experimental four-year program leading to provisional certification in social studies, as described below.

I. Course of Study for Teachers of Social Studies (Provisional Certificate)

The general thrust of the Committee's thinking has been to require for academic preparation a strong liberal arts major in one of the relevant social sciences, i.e. economics, geography, history, political science, anthropology, sociology, and a combined or interdepartmental minor, or electives, in the other social sciences. The proposed academic requirements aim to give the students an understanding of the approach, concepts, and interrelations of the different social sciences with which they will deal and a basis for further study in graduate school and beyond. Under the present State requirements a student could be certified in social studies without any economics, for example, or without any "non-Western" studies (i.e. non-European, non-United States). Teachers generally, and our alumnae teachers especially, are almost unanimous in stating that these are absolutely essential. Two questionnaires that we sent to our alumnae teachers of social studies furnished valuable data and opinion to us in formulating our program. Consultation of a wide range of published books and articles dealing with teacher education in general and secondary school social studies in particular have also contributed to the decision to propose a more demanding and more selective academic preparation for teaching social studies in a time of great confusion, expansion, and change in this area. We hope to prepare our students for both the more traditional history-centered curriculum in the schools, but also for the curricula based on greater use of the behavioral sciences and other social sciences. The two approaches need not and should not be exclusive.

For professional preparation the two Committees finally, after year-long argument, debate, study, and consultation, agreed to a semester of developmental psychology, which would include knowledge of the adolescent, as the sole professional requirement in a course before the senior year. The Psychology Department has agreed to allow the students in the Project to enter this course without the prerequisite of an introductory course if they complete a list of selected reading over the summer. This permission is itself an experiment, and subject to review. Students will be strongly urged, however, to acquire practical experience in working with adolescents in playground supervision, tutoring, community centers, and summer teaching internships in sophomore and junior years, and to do independent reading in child and adolescent development.

The chief emphasis in our professional requirement, and in our experimentation, falls on the Interdepartmental seminar (senior year), which stresses the integration of practice teaching, methods and materials of social studies, classroom psychology, and broader perspectives on teaching. This course has been in the "tryout stage" for the last two years as a special section of the general methods seminar and will now become an entirely separate course. Members of the social science faculty here present the approaches of their individual disciplines and hold joint interdepartmental sessions on the teaching of non-Western areas or of some common problem such as the New Deal. Members of the Psychology Department lead four weeks of sessions on student-teacher interaction, motivation, discipline, tests and measurements. The Arlington school district supervising teachers conduct several sessions on methods each semester and participate in all the seminar sessions. The Seminar also includes the use of films dealing with inductive methods of teaching, field trips to other schools for observation, and a study of various significant attempts at curricular experimentation in the social studies. The Director of the Project and the Director of Secondary Education are co-chairmen of the seminar, and the Coordinator of Social Studies in the Arlington schools is chairman of the sessions taught by the supervising teachers. The seminar is planned jointly by the Director of the Project, the Director of Secondary Education, and the Arlington teachers, with the advice and approval of the Committee on the Five-College Project.

Special tribute should be paid to the splendid cooperation the Committees have had from the Arlington teachers of social studies who are supervising the practice teaching of our seniors in the Arlington schools. The superintendent of the Arlington Schools offered to help in all possible ways, and we have developed a special relationship with the Arlington junior and senior high schools. Our social science majors get special supervision and priority in placement with the most experienced teachers. From the beginning the Arlington teachers have been given released time from teaching to work with our committees in formulating our experimental program on the basis of their practical experience, and to join in our teaching seminar. Their constant interest and practical experience have been of immense help. Dr. Conant, at the conference on the clinical professorship held at Northwestern University in October, 1966, pointed out that Vassar's device of a methods seminar with a group of master teachers conducting or participating could be considered a special form of "group clinical professorship." Our plan is to maintain the greatest possible continuity of the group of master teachers for the duration of the experimental program.

A. Academic Requirements in Social Sciences

A major in History, Geography, or Political Science, or in one division of Economics-Sociology-Anthropology, which will include the courses in the department listed under "Basic Requirements."

A combined minor of a minimum of 18 semester hours made up of the remaining academic or subject matter requirements as stated below. These requirements may be taken as electives if a student wishes to minor in a single department, either another social science department or a related department, such as English.

Basic Requirements (common to all participants in the Project):

6 sem. hrs.	1 year of modern European history survey (History 120, or equivalent by permission)
6	1 year of general American or American social history, 260*a*-261*b*, or 265*ab*
3	1 semester of introductory Economics, 201 or equivalent
3	1 semester of Geography, preferably 205*a*, *Underdeveloped Areas*, or 209*b*, *Industrialized Areas*

3	1 semester of Political Science in American government or comparative government, preferably 105a or b, Introduction to Political Science, a term American Government, b term Comparative Government, or appropriate intermediate course
3	1 semester of comparative study of non-Western European, non-U.S. areas: Anthropology 267b, Peoples and Cultures of the World Economics 235b, Economic Development in Selected Non-Western Countries Geography 205a, Underdeveloped Areas, or other comparative courses such as India and China, Africa and the Arab World Sociology 251b, Social Continuity and Change (especially in developing countries)
3	1 semester of a single non-Western area (such as Russia, East Asia, Latin America, Middle East) in any of these departments or interdepartmental
27 sem. hrs.	(No semester course may be counted to satisfy two requirements.)

A history major will have a minimum of 36 semester hours in the major (since the minimum major required by the department is 36 semester hours) and 18 in a combined minor (or electives). Majors in other subjects require a minimum major of 30 semester hours and therefore will elect 24 in a combined minor (or electives). All students will have a minimum total of 54 semester hours in social sciences appropriate for teaching.

B. Other Academic Requirements and Recommendations

Additional Requirement:

A year of English is required, preferably 105ab, The Art of Writing and Reading: Contemporary Literature, or 130ab, The Art of Writing and Reading: Periods of English Literature.

Recommended:

Philosophy 110, History of Philosophy, 226, Philosophy of

> Education; English 235, American Literature, English literature and writing courses, oral English; European literature courses; introductory sociology and anthropology; Art 105, Introduction to Art (historical and analytical); Music 140, Music as a Literature (historical development of Western music); science and mathematics, especially if school preparation is weak in these areas; statistical methods; Interdepartmental 235b, Contemporary Issues in Education.

Since Vassar offers only courses in the liberal arts, adequate background and breadth in "General-Liberal" education is assured by means of a) Distribution Requirements in arts (including two languages), social sciences, and sciences; b) at least 16 entrance units in liberal arts. These entrance units must include 4 years of English; 3 of college preparatory mathematics; 2 years of experimental laboratory science (preferably biological and a physical science); a year of history (ancient, European, English, or American); 4 years of one foreign language, or two years of one language plus 2 or 3 years of a second; additional electives for a minimum of 16 units. In practice, 20-22 units are being offered by most entrants, according to the Director of Admissions.

C. Professional Requirements and Recommendations

1. Psychology 226b, Later Child Development (the development of the school child and the adolescent), or its equivalent approved by the Psychology Department (3 semester hours).

> This course may be elected without stated prerequisite by students in the experimental program on the basis of reading specified by the department, or may be elected with a prerequisite of 105a, Introduction to Psychology, and some additional specified reading. Students are strongly advised to take at least 105a; 105ab and 225a, Early Child Development, are recommended.

2. Interdepartmental 396ab, Secondary School Teaching: Methods and Practice in Social Studies, is required for seniors in the experimental program (4 semester hours a semester, 5 b semester).

Interdepartmental 396ab is the special experimental seminar for social science majors, which will integrate special methods and materials in social sciences with the teaching experience. It will include material on classroom psychology, testing, audio-visual materials, study of new curricular approaches. It will allow for extensive observation, field trips, frequent conferences with individual supervising teachers, group sessions with all Arlington supervising teachers in the project, class discussions led by Vassar faculty members in the social sciences and psychology. By special arrangement with the Arlington school system, all practice teaching is done in Arlington schools: one semester's assignment is at the junior high school (grades 7-9), one at the senior high school (grades 10-12).

Recommendations:

Students are strongly urged to engage in paid or volunteer work in community centers, camps for children of high school age, hospitals, playground supervision, tutoring, to serve as teaching interns or teaching aides, or to participate in other activities which will give them practical experience with adolescents. They are also reminded of the possibilities of visiting and observing schools which will be available in Interdepartmental 235b, Contemporary Issues in Education, and which will give them an introduction to the problems of contemporary schools.

D. Senior Year

Seniors will normally elect four courses a semester including the teaching seminar and an advanced course in their major. They are advised not to elect a fifth 3-point course, but may elect 399, Independent Work, for 1 or 2 points in the major. There are various possibilities of acquiring extra points for the purpose of limiting elections senior year: Advanced

Placement credit, summer school, field work 290, applied work, fourth hours, independent work 200, 299, 399.

Seniors are strongly advised to spend a week of observation in hometown high schools at the beginning of the year or return early to college to observe in the Arlington high schools. This will give the advantage of a full day's experience.

Seniors must arrange their elections to leave all mornings free for appropriate assignment to practice teaching and conference and for transportation (or at least 3 consecutive hours within school time, 8:30-3:30).

E. Comparison with Present New York State Requirements for Certification in the Social Studies

New York State	Vassar Proposed Requirements (For explanation of course numbers, see I, A, B, C, F)
1. Academic Requirements	
36 semester hours in social sciences (no major required, nor specified, if a major is taken)	54 semester hours, with 30-36 minimum major in one social science listed below; 18-24 minimum combined interdepartmental minor or electives. The following basic requirements must be included:
6 in U.S. history	History 260a/261b, or 265ab
6 in European history	History 120ab, Expansion of Europe, or equivalent by permission of Project advisors
4 years in 4 of the 6 following options (24 semester hours)	
Economics	Economics, Introduction, 1 semester
Geography	Geography 205a or 209b, 1 semester

Political Science	Political Science, 1 semester in American government or comparative government, preferably 105, Intro.
Sociology Anthropology "Non-Western" history	1 semester of *comparative* study of non-Western, non-U.S. areas: Anthropology 267 Economics 235 Geography 205*a* (may not be counted twice), or appropriate advanced courses Sociology 251*b* 1 semester of a *single* "non-Western" area (such as Russia, East Asia, Southeast Asia, Latin America, Middle East) in any of these departments or interdepartmental

2. Professional Requirements

18 semester hours:	12 semester hours:
1. Foundations: Social, Philosophical, Psychological 8-10	1. 3 semester hours of developmental psychology plus selected readings in child development. Prerequisite may be satisfied by reading as stipulated by the Department.
2. Methods and Materials and Practice Teaching 8-10	2. Interdepartmental 396*ab*, 9 hrs. total (4 *a* / 5 *b*)

F. General Explanation of the Vassar Curriculum

Vassar College is on the semester system. The normal election is five courses of 3 semester hours each. First-semester courses are designated *a*, second-semester courses *b*. The catalogue lists hours by *semester*, not year, as Political Science 105*ab* (3). A total of 120 hours is required for the degree, with a cumulative average of C or 2.0. Students must have a major in one subject of 30 semester hours minimum, including 12 hours of advanced work, and a minor in another subject (or in a few specified cases a combined minor) of 12 semester hours above the introductory level, normally with 6 hours of advanced work. A comprehensive examination is required in all majors at the end of senior year, as well as some form of senior thesis or independent project. Courses numbered in the 100's are introductory courses; in the 200's, intermediate courses; in the 300's, advanced courses.

There is no Department of Education. Courses acceptable for certification, but not designed solely for this, may be given by specific departments such as Psychology or Philosophy; or given by the Directors of Secondary and Elementary Education under the listing "Interdepartmental." All general policy making in regard to teacher preparation is under the jurisdiction of the Committee on Teacher Education, to whom the Director of Secondary Education and the Director of the Five-College Project are responsible for carrying out policy. Specific policy and implementation in regard to the Five-College Project are the jurisdiction of the Committee on the Five-College Project, with the Director as chairman.

II. Status of the Project

The course of study of the experimental program has been approved by the departments concerned, by the Committee on the Five-College Project, the Committee on Teacher Education, the Curriculum Committee, and finally by the whole faculty on December 14, 1966. We received formal approval by the State Education Department in January 1966. From the beginning of the intensive study in the fall of 1965, our study has gone hand in hand with implementation, since we already have an on-going program. We experimented with the classes of 1966 and 1967, who are on the old certification requirements, by modifying the general methods-and-practice-teaching seminar into a special seminar for social studies with practice teaching supervised by master teachers. This is the model we propose to use for the class of 1968 and thereafter.

We hope to have approximately 10 members of the Class of 1968 on the experimental program. Midway of the first year of study there was general agreement on the academic requirements, therefore students in the classes of 1968, 1969, and 1970 were encouraged to follow the new requirements. The professional requirements, the center of the longest debate and discussion, were not agreed on until late spring, 1966. Students in the class of 1968 who meet the new requirements, both academic and professional, will be accepted in the Project. Some members of the class of 1968 may continue on the old requirements. The class of 1969 will be completely on the new requirements.

The range of majors in classes partially or fully involved in the Project is as follows: class of 1966 - 4 History, 3 Political Science; class of 1967 - 4 History, 2 Political Science, 1 Geography; class of 1968 - 8 History, 2 Political Science. The range of academic ability for students ranges from average to Honors students, but there is a marked increase in the proportion of Honors students.

Just as implementation has been constantly related to our study of methods, curriculum, and practice teaching, so has this been true of the building up of our Social Studies Curriculum Center. The Social Studies Curriculum Center combines library, workshop, conference room, and classroom. It serves both college and school. The growth of its resources and functions has followed the development of the Project itself, and its usefulness is due to the close working relationship that exists between the college's Five-College Project Committee and the Arlington High School teachers.

First among our purchases were books needed during our study year: on teacher education, the teaching of social studies, the nature and relationship of the various social sciences. As the year progressed and we knew the areas in which our students would be teaching (American and World History, and Area Studies at both junior and senior high school levels), we began to build a collection that would be useful to student-teachers, teachers, and school children. Along with books we have also purchased film-strips, transparencies, a few films, records, and the machines needed for their use. The student-teachers are given training in using the machines and audio-visual equipment. Keeping in mind the stated objectives of the teachers for the future rather than prevalent current practice in the classroom, we have provided many of the recent "problem" series, as well as primary source materials, poetry, autobiography, fiction, and art. It has been our purpose to supplement the school's resources and by the diversity displayed on our shelves, to encourage any teacher who was ready to abandon a textbook altogether.

Students come to the Center to duplicate or mimeograph tests, to thermofax articles or excerpts for their classes, to make their own transparencies, to preview filmstrips or films before using them in class, or to read and study. Teachers are beginning to find the Center a good place in which to plan their next unit of study and college teachers to prepare for their sessions of the teaching seminar. It furnishes a meeting-ground for those interested in a common pursuit - teaching.

Altogether, in its first full year of operation, the Center is a busy place, and, in its own way, has some influence on the quality and direction of teaching in a local school and at the college, and therefore, on the quality of teacher education for our students.

III. PROCEDURE BY WHICH AN ALL-COLLEGE APPROACH WAS ACHIEVED:

In 1964, when the New York State Education Department launched an experiment in order to develop new approaches to the education of teachers, Vassar College, as one of the five participating institutions of higher education, was asked to develop experimental programs of teacher education without regard to existing state certification requirements. In response to the State's proposal, President Simpson expressed his warm support and appointed an enlarged and much more representative Committee on Teacher Education. The twelve member Committee consists of senior faculty representatives from all the departments or areas generally taught in high school, from Psychology, the Directors of Secondary and Elementary Education, deans, and the President. The Committee surveyed all of the areas of possible study. It was agreed to consider, for the purpose of the Five-College Project, only those subjects in which we had at least five students each year seeking certification. Elementary education was not considered feasible because the Director was newly appointed. The area of social studies in the secondary school was eventually chosen by the

Committee for the experiment, after an augmented sub-committee of social scientists had drawn up a plan and a budget to be presented to the Committee on Teacher Education. This approved plan and budget were submitted to the State, which then underwrote the study project for three years with the aid of a grant from the Danforth Foundation for the same period, 1965-68.

The really intensive process of study began in September 1965, with the securing of the Danforth grant, and the year 1965-66 was a year of exhaustive, and occasionally exhausting, study. Since the social science committee bore the brunt of the work, it was constituted as a full-fledged Committee on the Five-College Project, with representatives from the social sciences most commonly taught in secondary school and consultants from other social sciences and from Philosophy and Psychology. The Committee on Teacher Education continued as a parallel and overall policy-making committee, which often met jointly with the Committee on the Five-College Project, particularly when discussion centered on policy matters of professional education affecting all teacher preparation.

Some idea of the intensive and extensive nature of the process of study and consultation will be gained from the following figures. The Committee on the Five-College Project met 30 times between mid-September and mid-May of 1965-66, on the average of once a week.

Committee on Five-College Project (alone)	7 meetings
Meetings with Committee on Teacher Education	6 meetings
Meetings with Arlington supervising teachers	10 meetings
Meetings with Arlington teachers, Committee on Teacher Education, and consultants	7 meetings

The Committee on Teacher Education met 15 times during the year, often in joint meetings with the Committee on the Five-College Project and with members of the Philosophy and Psychology departments. It also met several times with the Arlington teachers, and took part in conferences with outside consultants.

Three conferences, on October 27, December 8, and January 12-13, were arranged with outside consultants (3 high school principals, 25 non-local high school teachers, of whom 15 were alumnae, 2 directors of teacher education, 2 deans of graduate schools concerned with teacher education, 6 consultants working with experimental curriculum plans). The policies which the Committees had formulated in regard to academic and professional education were tested out in these conferences and then reformulated or clarified.

Dr. Conant visited the campus three times during this period of study: in the fall of 1964, in the spring of 1965, when he addressed the whole faculty; and in May 1966, along with Professor Jeremiah Finch of Princeton. On the third visit numerous conferences were held with faculty members on both committees and with students. He expressed approval of the "all-college" process and the belief that when the process was completed by a favorable vote of the whole facutly it would entitle us to experimental certification on the new plan.

In the fall of 1966, the Committee on the Five-College Project and the Committee on Teacher Education submitted the experimental program to the Curriculum Committee for its approval. This

Committee then submitted the program to the whole faculty. The faculty meeting of December 14, 1966, voted approval, and the report has now been submitted to the State for final approval.

The liaison officer for the Five-College Project with the State Education Department, Dr. John A. Granito, also visited the campus several times and attended both the December and January conferences.

IV. PLANS FOR THE FUTURE:

Any experimental program must develop some method of evaluation, and this will be our concern next year. We will need to consider the possibility of some terminal date for the experiment, such as 1971, when we will have graduated a whole generation on the new plan. We will also need to be concerned with future financing, most of all for some form of compensation to the cooperating teachers, and for continued acquisition of printed and audio-visual materials for the Curriculum Materials Center. Obviously the extent of future participation of the Arlington teachers in the teaching seminar will depend on the financial solution we reach.

We have plans in mind to try some curricular innovation, emphasizing teaching without textbooks and use of primary sources in cooperation with the Arlington schools and with the Webutuck School near Amenia. We also hope to build up a reservoir of information on teaching materials, especially primary sources, which we can exchange with Arlington teachers in return for their generous cooperation with the Project.

We will, of course, continue to center our main effort on continued improvement of practice teaching, since we consider this the touchstone of the whole experiment.

Appendix A:

COURSE DESCRIPTIONS

ECONOMICS, SOCIOLOGY, ANTHROPOLOGY

108a or b Introduction to General Economic Principles (3)

An introduction to economic concepts with principal emphasis on national income analysis, money and banking, and problems of national economic policy. Attention will be focused on issues of unemployment, inflation, and poverty. Economic problems of developing nations will also be examined.

235b Economic Development in Selected Non-Western Countries (3)

Theory and case studies. In 1966-67 the case material will deal with patterns of development in Turkey, India and East Africa.

151a American Society (3)

Introduction to the nature of social organization.

251b Social Continuity and Change (3)

Analysis of social equilibrium; and of social change in developing countries.

267b Peoples and Cultures of the World (3)

A survey of major culture areas with special attention to selected characteristic societies, in terms of ecology, human biology, demography, technology and economy, language, and social and cultural patterns. An introduction to and background for areal studies.

ENGLISH

105ab The Art of Writing and Reading: Contemporary Literature (6)

This course is intended especially for freshmen as an introduction to the art of English. The reading is chosen primarily from significant modern material, both English and American, according to the needs and the interests of the students in a given class. The student considers opportunities and problems presented to writers by the nature of contemporary experience. The course offers experience in writing and various approaches to language.

130ab The Art of Writing and Reading: Periods of English Literature (6)

This course is intended especially for freshmen as an introduction to the art of English. The reading is chosen primarily from significant works preceding the year 1800; here, the student develops historical imagination and some knowledge of the relationships between life and literature in earlier periods, as well as in her own. The course offers experience in writing and various approaches to language.

GEOGRAPHY

205a Undeveloped Areas (3)

Examination of peoples and their resources in Asia, Africa and Latin America. Study of the kinds of problems confronting people emerging from a subsistence economy to participation in the commercially organized exchange world.

209a Industrialized Areas (3)

Examination of people and their resources in Anglo-America, Western Europe, U.S.S.R., China, and Japan. Study of their economic development, political and areal organization, growth potential and relationship to the emerging nations.

307a Geography of East Asia (3)

A geographic analysis of the evolution of Chinese culture, its present-day resources, social, economic, and political systems of area organization, and regional structure.

309b Southeast Asia (3)

A geographic analysis of the evolution of Southeast Asian culture, its present-day resources, social, economic, and political systems of area organization and regional structure.

310a India and China (3)

Comparative study of the two nations' cultural evolution, population problems, their resources, social, economic, and political systems of area organization and regional structure.

312a Africa and the Arab World (3)

Study of the patterns of human organization of area and their physical and cultural basis. Selected case studies emphasizing problems at regional and local levels.

HISTORY

120ab The Expansion of Western Civilization (3,3)

Europe and America from the age of the great discoveries to the present with emphasis on a comparative study of major developments in selected countries.

240a/b History of Chinese Civilization (3), (3)

The development of Chinese life, thought and institutions and of the Chinese impact on East Asia, especially Korea, Japan and Vietnam. The first semester deals with traditional civilization up to 1800; the second semester with the transformation of China and her neighbors, especially Japan, in the last century and a half.

245a/b Russian History (3), (3)

First semester: Russia from Peter the Great to the revolution of 1905; Tsarist autocracy; Slavophiles and westernizers; the revolutionary tradition. Second semester: twentieth-century Russia-the revolutions of 1905 and 1917; the Bolshevik struggle for power; social, economic and political developments in the U.S.S.R.

260a Nationalism and Sectionalism in America 1775-1877 (3)

A study of the conflict of dividing and uniting tendencies in the United States in this period as shown in the political life of the nation.

261b The Age of Reform, 1890- (3)

The recent history of the United States with emphasis on movements for reform from Populism to the New Deal.

262a The Rise of the Latin American Nations, 1492-1824 (3)

The establishment and subsequent evolution of the Spanish and Portuguese empires in America and the achievement of independence by Brazil and the Spanish American republics.

263b The Evolution of Modern Latin America, 1808- (3)

A survey of major trends in the history of Latin America since independence, including the international relations of the area.

265a/b American Cultural History (3), (3)

An examination of those selected aspects of the American past which have contributed significantly to the making of modern American civilization.

342b Nationalism and Communism in Twentieth Century China (3)

The specifically Chinese variants of nationalism and communism considered in comparative perspective and in relation to the Chinese tradition and to modern Chinese thought and politics.

INTERDEPARTMENTAL

235b Issues in Contemporary Education (3)

An examination of theories and issues in modern education as they affect and reflect the child, the schools, and the teacher. Inquiry into social, economic, and political pressures as they affect education. Readings, supplemented by observation.

POLITICAL SCIENCE

105ab Introduction to Government (3,3)

First semester: Nature and principles of political science; American national government. Second semester: Study of parliamentary government in Great Britain and of the totalitarian system in the Soviet Union.

204a Governments and Politics of East Asia (3)

An analysis of political forces in contemporary East Asia, emphasizing the internal and external policies of Communist China.

209b Middle East (3)

An area study in which geographic, cultural, religious and political characteristics of the whole and its component areas will be examined.

PSYCHOLOGY

105ab Introduction to Psychology (3, 3)

A course designed to introduce the student to the nature and development of fundamental psychological processes and to acquaint her with contemporary methods for the study of these processes. The first semester covers basic methodology, principles of human behavioral development, motivation, emotion, and learning. The second term is devoted to the study of the perceptual processes, language development, thinking, personality, and social behavior. Laboratory work is integrated with these topics throughout the course.

226b Later Child Development (3)

Growth and development in the school years and adolescence. Biological and social factors and the effects of early development on later development; children in various social settings and institutions; the issues and tasks of development to maturity. Periodic observation of children's behavior is required.

Committee on Teacher Education 1965-66	1966-67 (representatives of same subjects)
Evalyn Clark, Chairman	Evalyn Clark, Chairman
Alan Simpson, President	Alan Simpson
Charles Griffin, Dean of Faculty	Charles Griffin
Elizabeth Daniels, Dean of Studies	Elizabeth Daniels
Emma McConnell, Director of Secondary Education	Emma McConnell
Ruth Larson, Director of Elementary Education	Ruth Larson
John Cristie, English	John Christie
Charles Jacob, Political Science	Glen Johnson, Charles Jacob
Janet McDonald, Mathematics	Abba Newton
Sofia Novoa, Spanish	Ilse Lipschutz, French
Henrietta Smith, Psychology	Dorothy Levens
Margaret Wright, Biology	Patricia Johnson
(Gail Burger, Executive Secretary) (Margaret Seymour, Asst. to Chairman)	(Gail Burger, Asst. to Chairman)

Committee on the Five-College Project, 1965-1966	1966-67 (representatives of same subjects)
Evalyn Clark, Director of the Five-College Project, Chairman	Evalyn Clark
Charles Griffin, Dean of Faculty (also Latin American History)	Charles Griffin
Elaine Bjorklund, Geography	John Humphrey
Charles Jacob, Political Science	Glen Johnson (a term), Charles Jacob (b term)
Howard Marshall, Economics	Howard Marshall
Emma McConnell, Director of Secondary Education	Emma McConnell
Consultants:	
Dwight Chapman, Henrietta Smith, Kenneth Chandler, William Krossner, Psychology	Kenneth Chandler, William Krossner, Jean Rowley, Dorothy Levens
Carl Degler, American History	Carl Degler
Leslie Koempel, Sociology	Leslie Koempel
Dorothy Libby, Anthropology	Dorothy Libby
Johanna Meskill, East Asian History	Johanna Meskill
(Gail Burger, Executive Secretary of Five-College Project) (Margaret Seymour, Asst. to the Director)	(Gail Burger, Asst. to Chairman) (Margaret Seymour, Curriculum Materials Center)

FUTURE DIRECTIONS

Throughout the continuation of this study, we anticipate that evaluation, modification, and re-organization will result from the interpretation of findings. In addition to the re-design of existing teacher education programs, the Project provides an opportunity for institutions of higher education to design curricula outside of the regular certification areas. Several of the institutions have already made intensive efforts to involve public school teachers in the development of curricula, and both the colleges and the State Education Department have utilized the services, advice, and appraisal of consultants. It is also anticipated that through these practices in the re-design of teacher education programs and in curricula innovation, through an all-college approach, we might obtain procedural guidelines helpful to other institutions of higher education.

Present plans call for a continuation of visits to each campus participating in the Project. Miss Kennedy, from the State Education Department, and Dr. Hollister, from Educational Testing Service, Princeton, New Jersey, will continue to meet with various individuals and committees at each college to assist them in their progress. Their role will be that of coordinating, but the direction each program assumes will be the responsibility of the individual colleges.

Concern will now be focused on the problems of evaluating the Project, with consideration being given to the various approaches each college might elect to pursue, as well as overall assessment procedures.

The evaluation of progress, thus far, would lead us to pose the following questions:

What is the all-college, or all-institution, approach?

How does a "type" college or university best mobilize for the all-college approach to teacher education?

What new relationships might emerge between State Education Departments and colleges as the result of such a Project?

How do we "best" certify?

Subsequent reports will be forthcoming as data from the Project are made available for publication.